REPORT RESUMES

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CURRICULUM DEVELOPMENT PROGRAM FOR PRESCHOOL TEACHER AIDES. FINAL REPORT.
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DESCRIPTORS- *TEACHER AIDES, TRAINING, *INSERVICE PROGRAMS, *TEACHING MODELS, CURRICULUM DEVELOPMENT, *PRESCHOOL CHILDREN, CHILD DEVELOPMENT, INSTRUCTIONAL MATERIALS, MANPOWER UTILIZATION, ISES BATTERY, PARI, NELSON READING TEST,

SHORTAGES IN TRAINED PERSONNEL FOR PRESCHOOL CHILD CARE AND HEAD START LED TO THIS PILOT PROGRAM THE PURPOSES OF WHICH WERE (1) TO DEVELOP A TRAINING MODEL FOR NON-PROFESSIONAL PRESCHOOL AIDES, (2) TO DETERMINE THE VALUE OF SELECTION CRITERIA IN TRAINEE SUCCESS, (3) TO EVALUATE THE TRAINEES' UNDERSTANDING, (4) TO DEVELOP MATERIALS SUITABLE FOR NON-PROFESSIONALS. TWO TRAINING SESSIONS WERE HELD IN AN EAST ST. LOUIS, ILLINOIS CHURCH BEGINNING IN NOVEMBER, 1965. PRELIMINARY TESTING OF 257 APPLICANTS ACCEPTED 24 FOR SESSION 1 AND 25 FOR SESSION 2. A FOUR WEEK OBSERVATION PERIOD USING ROLE-PLAYING AUDIO-VISUAL AIDS, DISCUSSION GROUPS, CREATIVE ARTS, AND LECTURE-DEMONSTRATIONS WAS FOLLOWED BY A TWELVE-WEEK PRACTICE TEACHING PERIOD WHICH INCLUDED WEEKLY ONE-DAY STAFF MEETINGS. THE TRAINING PERIOD WAS ON A 5 HOUR PER DAY BASIS FOR 16 WEEKS. WRITTEN REPORTS WERE REQUIRED OF THE TRAINEES TO FOCUS THEIR ATTENTION UPON BEHAVIOR DEVELOPMENT. EVALUATION OF THE TRAINEES OCCURRED DURING THE PRACTICE TEACHING PERIOD. EXPERIENCE WITH THE CHILDREN AND DISCUSSION RELATED TO THAT EXPERIENCE WERE FOUND TO HAVE GREATER LONG TERM EFFECTIVENESS THAN FILMS, LECTURES, AND SELF-SELECTED READING. A RESOURCE HANDBOOK USEFUL TO THE TRAINEES WAS DEVELOPED. THE TRAINEES WERE MOST INTERESTED IN INFORMAL PRESENTATIONS IN WHICH THEY WERE DIRECTLY INVOLVED. POST-TESTING OF THE TRAINEES SHOWED SIGNIFICANT CHANGES IN PUNITIVE, AUTHORITARIAN, AND RESTRICTIVE ATTITUDES. IT IS RECOMMENDED THAT NON-PROFESSIONAL TRAINING PROGRAMS BE CONTINUED AND THAT OPPORTUNITIES FOR ADDITIONAL EDUCATION AND IN-SERVICE TRAINING BE PROVIDED. (DETAILED APPENDICES INCLUDED.) (LG)

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FINAL REPORT

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APRIL, 1967

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CURRICULUM DEVELOPMENT PROGRAM FOR PRESCHOOL TEACHER AIDES

Project No. ERD 401
Contract No. OE 6-85-040

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Delinquency Study and Youth Development Project

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The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view of opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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1. Introduction

The increasing national need for preschool child care and Head Start personnel has led to shortages of trained manpower in this area. To relieve this situation, attempts have been initiated to develop models for training non-professional preschool aides to assist teachers in the supervision of playground and playroom and to work with individual and small groups of children.

Traditional classroom methods of teaching, i.e., lecture, textbook assignments and examinations on course content appear to be inappropriate to the non-professional. Learning by doing, teaching child development and nursery education as a concrete, direct experience appears to be more appropriate. Too, traditional films, textbooks and materials pertaining to preschool children are not geared to lower socio-economic or varied racial groups. Consequently, different methods and materials should be explored.

Thus, the basic purposes of the pilot program described in this report were four:

a. To develop a training model appropriate to non-professional unemployed youths and older community residents who had, predominantly, only high school education or less.

b. To determine the relative value of various criteria of selection in terms of trainee success in training and on-the-job.

c. To evaluate the trainees' understanding of theory and principles through their application rather than by the degree to which these had been memorized.

d. To develop and test materials more suitable to non-professionals.

A sixteen week training model consisting of a four week classroom-observation period followed by a twelve week practicum in preschool centers was initially tested in the Lutheran Preschool Readiness Center, First United Lutheran Church of East St. Louis, Illinois, in February 1965. Fifteen AFDC recipients and church volunteers, ranging in age from 18-56 years and in education from fourth grade through high school, were trained as preschool aides. At the end of the four week classroom period these aide-trainees opened and operated a center for 40 preschool children under the guidance of a professional nursery school teacher.

This experience provided the rationale and knowledge upon which the pilot project was based. The training model was found to be essentially adequate in relation to length of time and methods; it appeared, however, that selection criteria needed to be more firmly established in relation to age, verbal abilities, attitudes and interest of trainees.

New criteria were established and the pilot program to train two groups of non-professional preschool aides was commenced in November, 1965. Training followed a pattern similar to that of the previous project. The first group of trainees were to open five Preschool Readiness Centers, funded through the U.S. Office of Economic Opportunity and operated by the Delinquency Study and Youth Development Project, Southern Illinois University, as part of their practicum.

2. Methods and Procedures

Trainee Selection and Population

Several weeks prior to each of the two training sessions the local newspapers as well as a local radio station carried an announcement about the preschool aide training program. An age limit of 45 years was set. As a result of this publicity 118 community residents applied for admission to the first training session; of these, only 24 could be accepted. There were 139 applicants for the second session and 25 of these were selected for training.

A testing program was set up to facilitate screening and selection of trainees. This pre-selection testing program consisted of the Nelson Reading Test, to determine reading level; the Illinois State Employment Service Teacher-Nursery School Battery, to assess general and verbal ability; and the PARI (Parent Attitude Research Instrument), to determine attitudes toward children and family life.

The minimum requirements for selection and the average score of trainees selected is presented below.

	Minimum Requirements	Training Group	
		First	Second
Nelson Reading Test[1]	7.0 grade	9.2	9.5
ISES-General	85	91.2	88.3
Verbal	90	96.1	94.2
PARI-Long Form[2]	190	167	-
Short Form[3]	90	-	75

The PARI is a "revere" score with a low score being more positive. The minimum requirement then represents the cut-off point for acceptable scores.

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[1] Nelson, M.T., PhD. Litt. D., The Nelson Reading Test. Geneva, Illinois: Houghton Mifflin Company.

[2] Zuckerman, Marvin. "Reversed Scales to Control Acquiesence - Response Set in the Parental Attitude Research Instrument," Child Development. 30, 1959. p. 523-532.

[3] Peters, Robert D. PARI - Short Form. Delinquency Study and Youth Development Project. Southern Illinois University, Edwardsville, Illinois. 1966.

Those applicants who failed to pass the tests were immediately eliminated. All others were interviewed. A structured interview schedule was used which was designed to determine the applicant's interest in the field, to elicit attitudes toward children and allow the interviewer to gauge the applicant's emotional stability and responsiveness.

The reasons for rejection were varied; with failure to keep appointments as the single most prevalent reason in both groups. Almost equally as many were rejected because of failure to attain a satisfactory score on one or more of the tests. Others were rejected because of age, health or income. The final selection was made on the basis of test scores and the interviewer's recommendation. (See Appendix A for interview schedule.)

Training Model

The training model consisted of a sixteen week, five hour a day period which was divided into a four week observation-classroom session followed by a twelve week supervised practicum. The latter included a weekly, one day staff meeting as in-service training.

Emphasis on method during the four week classroom-observation period was placed on concrete experiences such as observations of children, both individually and in groups, role playing, demonstrations, audio-visual aids, and discussion presentations eliciting maximum trainee participation. It was found that small buzz groups held following a lecture also stimulated trainee participation. Requesting each buzz group to select a reporter to bring questions, differences of opinion, and suggestions back to the group as a whole gave trainees practice in speaking to the larger group. This practice is necessary to help non-professionals feel comfortable about verbalizing in front of a group.

Observations in group situations were required even before the first classroom meeting and were continued several times weekly prior to the practicum. Trainees were initially requested to do written observations of one child in a group situation to help them focus their attention on child behavior and developmental levels. Later they were requested to note physical surroundings, program sequence, and teaching methods. Six to eight observations of different groups were made in each four week classroom-observation session. Such observations acted as stimulants to discussion and enabled the instructor to bring in or reinforce appropriate child development or educational principles as the topic arose in the course of discussion.

Infants and children from 3 months to 6 years of age were brought into the classroom for observation three or four at a time. A mixed age group, i.e., a 9 month old baby, 18 month old toddler and a 3 year old child, were found to demonstrate differences in locomotor and manipulative ability, vocalization and language development, and degrees of socialization quite clearly as the trainees observed and discussed their behavior.

Another method was used in the discussion of skills and their development in children. The instructor discussed such topics as eye-hand coordination, finger dexterity, shape differentiation, auditory discrimination, and language development while the trainees worked with form boards, puzzles, peg boards, musical instruments, and lotto games. This method was also carried over into workshops for creative arts, music, children's literature, and creative dramatics.

To insure smaller groups for these workshops, one half of the trainee group was assigned to do observation in the preschool centers while the other half attended the workshop. This provided an opportunity for each trainee to use a variety of art media in the creative arts workshop as the instructor discussed developmental stages and the values of free expression, and to participate directly in the music, literature and creative dramatics workshops.

Following the four week classroom-observation period in which content was related to various aspects of child development, nursery education, child guidance and discipline (see Appendix B), trainees were given an opportunity to apply their learning to children from 3-6 years of age in a twelve week practicum held in the Preschool Readiness Centers. Each trainee spent two weeks of this period in the demonstration-training center under the supervision of professional personnel.

During the practicum the trainee's on-the-job performance was rated by means of a Trainee Observation Rating Scale which had been developed as part of this project. (See Appendix C). The observation of a number of variables was coded at five second intervals for a period of ten minutes. At the end of the observation period the recorder assigned a rating score based on a five point scale. By means of the Trainee Observation Rating Scale it was possible to evaluate what the trainee had learned by observing the application of this learning. By combining observations of all the trainees it was possible to determine what aspects of the training program might require more emphasis or what new areas of training might be included or modified. Thus, the scale served a testing function and a feedback function and was found to be a relatively simple and effective means of evaluating trainees and the training program.

In-service training was continued during this period. Trainees worked with children four days a week and attended a training session the fifth day. During the morning they met with the staff of the center where they were engaged in their practicum; during the afternoon a more formal program was held for both trainees and staff of the Preschool Readiness Centers.

The practicum was rated as having high interest by all trainees; staff meetings were rated comparatively low. The interest and involvement of the trainees when working in the Preschool Readiness Centers was very high. Although efforts were made to have interesting staff meetings through the use of relevant films, role playing particular problems which had occurred, or bringing in speakers, these in-service training sessions evidently could not compete with the excitement of direct involvement with the children.

During the entire sixteen week training period, sensitivity and communication groups (core groups) were held for two hours weekly. These discussion groups were conducted in a relatively unstructured manner to encourage trainees' expression of their perception of the program and to help them develop more satisfying patterns of interpersonal communication.

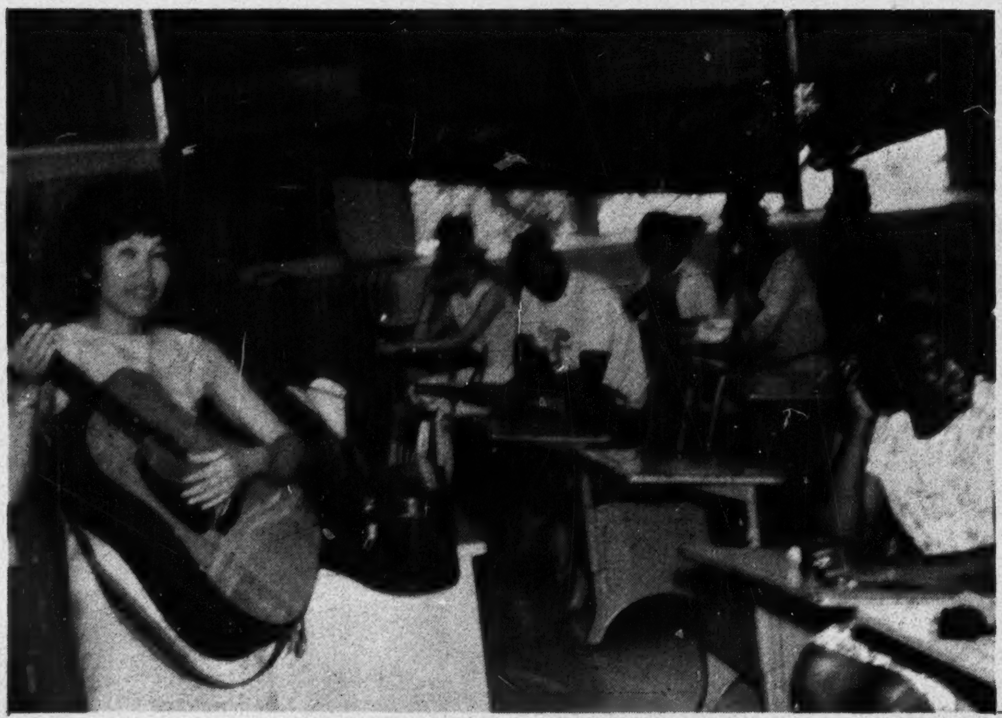
Books and pamphlets on child development and nursery-kindergarten education were presented to trainees and discussed with them. However, no readings were required. Rather, trainees were encouraged to select the materials which held particular interest for them. Mimeographed materials relevant to discussions of particular topics were developed by the training staff and a slide sequence depicting an overview of experiences presented in the Preschool Readiness Centers was used as an initial orientation to the needs of preschool children. Mimeographed materials were gathered and bound in a handbook entitled, "Suggestions for Socially Disadvantaged Preschool Children."

At the end of each training session a post-PARI was given to determine if any attitude change toward children - in the direction of less restrictive or authoritarian attitudes - had occured. At this time, trainees were also requested to evaluate the various aspects and presentations of the training program in terms of degree of interest and their value to the trainee in working with children.

Illustrations of the training program can be found on the following pages.

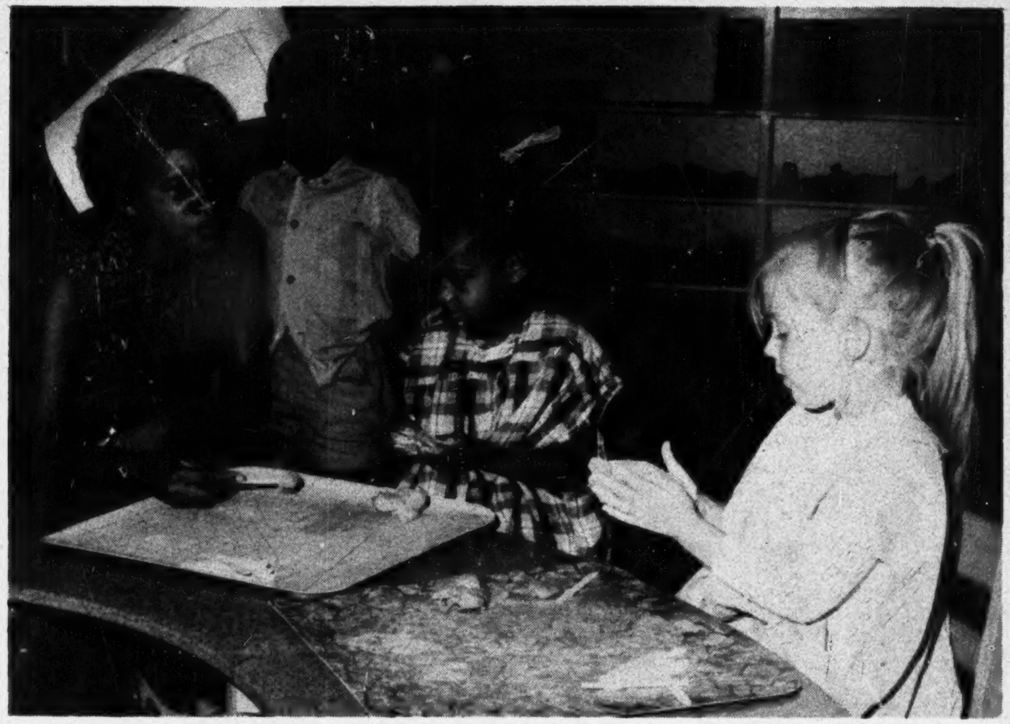
CLASSROOM OBSERVATION:
TRAINEES OBSERVE CHILDREN

CREATIVE ARTS
WORKSHOP


MUSIC WORKSHOP

WORKSHOP ON LITERATURE AND
CREATIVE DRAMATICS

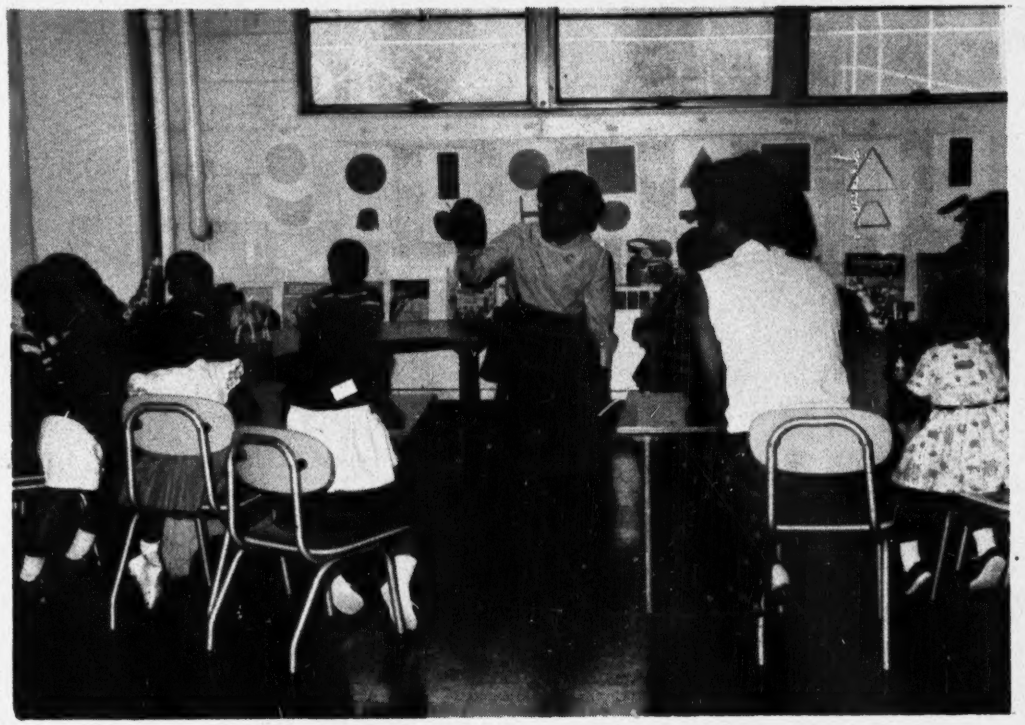
TRAINEES IN PRACTICUM:
SUPERVISING GROSS MOTOR ACTIVITY



CREATIVE ARTS

NATURAL SCIENCE

DRAMATIC PLAY



TRAINEES IN PRACTICUM:
LANGUAGE ARTS

SUPERVISING LUNCH

LANGUAGE AND PERCEPTION IN
SMALL GROUPS

GRADUATION

3. Results

Training Model

An effective training model appropriate to non-professional, unemployed youths and older community residents with, predominantly, high school education or less was developed. Thirty-nine preschool aide trainees successfully completed the program.

Concerning the training model, the preschool aide trainees stated the following:

91% found the four week classroom-observation session an adequate period of study prior to direct work with children.

71% found the five hour daily time span adequate.

68% felt the practicum should commence after the four week classroom session, as it did.

In relation to content, the following areas and presentations were overwhelmingly popular, as rated by trainees at the end of the training session:

Observation of Children (Individual and Group)

Practicum

Lecture and Discussions
  Skills and Child Development
  Parent Meetings and School-Home Communication
  Speech and Language

Small Group Workshops
  Creative Arts
  Literature and Creative Dramatics

Lowest ratings were given to staff meetings held during practicum, to those class meetings related to the development of the educational curriculum for nursery school and kindergarten, and to child behavior and discipline.

Rating discrepancies between the two groups were found chiefly in relation to films and core groups. These were both markedly more popular with the second training group than with the first.

Three areas which surprised trainees most about the techniques and methods used in working with preschool children were:

Methods of discipline, i.e. guidance concepts
Methods of teaching, i.e. the variety of materials and experiences provided; use of "free play" as a learning experience.
Teacher techniques, i.e., the use of positive redirection, importance of manner, voice, etc.

Materials

A resource handbook containing lesson plans, creative arts experiences, songs and fingerplays was developed and found useful by trainees.

A slide sequence depicting children involved in the variety of experiences provided in Preschool Readiness Centers was found helpful in presenting an overview of both objectives and methods appropriate for the nursery school and kindergarten.

Such films as Palmour Street, The Quiet One and A Chance at the Beginning were found to be stimulating for this group of trainees.

However, the basic method found to be most conducive to trainee learning was the continuous interchange of demonstration, direct involvement with children and discussion in the Preschool Readiness Centers. In other words, experience and related communication were most effective. Films, lectures and self-selected reading appeared to have some impact, but were found to have less long term effectiveness.

Trainee Follow-Up

Interviews and questionnaires elicited the information that the training program provided trainees with a marketable skill and also increased their motivation to obtain more education and better jobs.

The 20 trainees who completed the first training program were hired as teacher aides in the preschool centers. Ten of these are still in the program. One left because of pregnancy, one was fired, several left for better jobs and one resigned for other personal reasons.

A follow up contact with these ten trainees revealed that two of them are working at better paying, more responsible jobs as a direct result of their preschool teacher training and experience. Two former Neighborhood Youth Corps trainees who left for higher paying jobs stated that the training program has encouraged them to go on to college to become elementary school teachers. Two teacher aides left the program and are presently substitute teaching in East St. Louis public schools.

Nineteen trainees completed the second training program. These trainees were not assured of a job on completion of the training. However, five of them are currently working in the preschool readiness centers as teacher aides. Two trainees entered another training program and are presently working as school-community aides in East St. Louis public schools. Four are working at jobs not related to their training; three are attending Southern Illinois University. Three are not currently working but state that they would like to work with children. One has moved out of town and could not be located.

Of the fifteen aides still in the program twelve have taken some courses at Southern Illinois University or are planning to enroll in the near future. Successful completion of the training program and subsequent acceptance of job responsibility also led to personal growth, greater feelings of competance and adequacy, status and value on the part of the non-professional.

In a questionnaire related to the value of the program to them most trainees reported that they see themselves differently now; all felt they had changed. Not only did the trainees feel that they had acquired new skills and techniques for working with children, but many felt that they had gained insight into themselves and others. Most of the trainees recognized that the skills they learned were valuable not only in the preschool centers but also with their own children. Many felt that the training helped them in dealing with their co-workers and other adults as well, and that their new skills could be used in the home, the school and the community. (See Appendix D for brief case studies.)

Of the 49 trainees starting the two training programs, 10 left prior to completion. Reasons for dropping were elicited in an interview with the trainee. These reasons are presented below.

Reasons for Dropping Program	
Pregnant	3
Better Job	3
Other Training Program	2
Moved	1
Financial	1
	10

Selection Criteria

One of the by-products of the program was the development of some effective guidelines for trainee selection.

To test the effectiveness of the screening devices used in trainee selection in relation to their success in the program, two staff trainers independently selected six top trainees. Their scores and those of the other trainees on the Nelson Reading Test, The ISES Teacher-Nursery School Battery and the

PARI were examined. No difference was found between the two groups except on the verbal portion of the ISES. The mean scores of the six top trainees in the first training group were significantly different than those of the other trainees in the group. These differences while substantial in the second training group were not statistically significant.

Trainee Observation Rating Scale

An important element in the evaluation of the training program was the assessment of trainees' on the job performance.

There were 14 trainees on whom five or more observations were obtained on the Trainee Observation Rating Scale. The comparative distribution of time spent on various activities is summarized for the six top trainees, as selected independently by the staff trainers, and all other trainees.

	Percent of Time	
	Six top trainees	All other trainees
Active Interaction with Child	42.5	18.5
Supervising Children's Activities	20.2	35.2
Interaction with Co-Workers	19.3	14.7
Other Activities	15.4	14.9
Non-Productive Time	2.6	15.8
Rating Score	2.24	1.69

While these differences seem to be highly significant no tests of significance were made because it was felt that the relatively small number of observations did not warrant the assumption of representativeness nor randomness.

Nevertheless, the comparative figures indicate that the most effective trainees actively involve themselves with the children in the center and spend a much greater proportion of their time interacting with them.

After the training program was over the instrument was used to evaluate the teachers and teacher aides in each of the preschool centers. A minimum of observations was required for each teacher.

Analysis of the data by center provided some interesting differences in program. The proportion of time spent in active interaction with children varied from 21 percent to 33 percent. Time spent in interaction with co-workers varied from 12 to 37 percent. One of the centers was particularly well balanced with each of the four teachers achieving a rating score above 2.00. This compares with another center in which only the head teacher received a rating score over 2.00. In one center it was obvious that the head teacher took over most activities involving the children while the aides spent most of their time supervising or watching the activity rather than participating. In this case a more efficient use could be made of the aides by letting them work with small groups of children and encouraging them to participate in planning, presentation and active interaction with the child.

4. Discussion

Application of Training Model

Following the Curriculum Development Program for Preschool Teacher Aides, the staff had the opportunity to apply this model to the training of 48 school-community aides. The purpose of the latter program, which was funded through the U.S. Office of Economic Opportunity, was to train Neighborhood Youth Corps members and older, unemployed community residents to act as liason between school and community for the first three grades of elementary school.

The total group for which the training model has proven effective was composed of the following:

	TOTAL GROUP	PRESCHOOL AIDES	SCHOOL COMMUNITY AIDES
CLASS SIZE		25	48
AGE RANGE	18-56		
EDUCATION			
Less than High School	22		
High School Graduates	75		
Some College	9		
College Degree	1		
SEX			
Male	7		
Female	100		
ETHNIC GROUPS			
Caucasian	10		
Negro	97		
INCOME			
Under $4,000, Public Aid or Neighborhood Youth Corps		60%	73%

It can be observed from the above data that this training model can be adapted to large or small groups, a range of ages, middle and low income groups, high school dropouts or graduates as well as to a variety of human service areas.

While the majority of preschool aide trainees felt the division of time between classroom-observation sessions and practicum was adequate, it appears from the data that some were eager to work with children prior to the termination of the four week preliminaries. In other programs it might be well to explore the possibility of combining classroom sessions with some practicum at the end of the first two or three weeks.

Methods and Content

An analysis of trainee response to various aspects of the program reveals high interest in those presentations in which they were directly involved, i.e., workshops, observations and practicum.

When lectures were presented, they were accepted by the trainees if they were dramatic, spiced with illustrations and examples, interspersed with informal language, humor and gestures. Trainees responded favorably to those instructors who exhibited an open and sincere interest and respect for them; who were emotionally warm and accepting and who were informal in manner. Negative ratings were given by trainees to those university professors and experts who used a more formal classroom approach, failed to adapt style or subject matter, or to find ways of involving the trainees directly either by the use of buzz groups or role playing.

Language workshops with an emphasis on clear articulation were given to both groups of trainees. Again, however, direct involvement proved most effective, for requesting trainees to tape conversation in the doll corner of a preschool center proved to be a good method, not only of helping the trainees become aware of children's language development, but also of their own. One group, after listening to their tapes said, "You know, we didn't hear the children as much as ourselves." These trainees then requested special work in this area.

Techniques such as buzz groups and reporting back to the group as a whole which were used with lectures, requesting trainees to report their observations in preschool centers to the class, and the core groups helped trainees gain self confidence in speaking. The core groups also helped trainees gain more confidence in their interaction with authority figures.

The trainees were able, once they could express their anxieties, resentments and confusions in the core groups, to gain the courage to confront instructors and administrators during staffings. This freer communication from the trainees to the instructors allowed for honest and direct evaluative feedback on the several training program components. Because of this direct feedback some administrative and program procedures were changed. These changes acted to lessen the anxieties felt by the next trainee group.

One of the changes made was in the core group itself. The second trainee core group was handled as a single unit rather than being split into two small groups of 12 trainees each. This was found to be a more unifying method, as dividing the group appeared to heighten feelings of jealousy, competition and uncertainty as well as split the trainees into two different camps with each group wondering what the other was doing.

The discrepancy between the ratings of the two trainee groups on this component of the program is probably related to this change. The second trainee group rated the core groups as markedly more interesting than did the first group.

The discrepancy in the two groups in relation to films may be ascribed to the fact that the second group was younger and the audio-visual aids possibly had more appeal to them. More than half of the trainees in the first group were over 25 years of age compared to only twelve percent in the second training session.

The training staff found that one of the most difficult areas for most of the non-professional trainees to comprehend and apply was the guidance or learning concept of discipline, rather than perceiving discipline as punishment. This is tied in with both ethnic and class considerations. Lower class groups are generally more orientated to the use of physical punishment, the quick slap, rather than reasoning, positive redirection, or seeking the cause of particular behavior. Linked to this are differences in attitudes which are more punitive and authoritarian as rated on the PARI than are those of middle class whites.*

During the four week classroom-observation session many efforts were made through lecture, discussion, role playing, and films to show the causes of aggressive and disruptive behavior in children, to develop an understanding of children's emotions, and to develop both knowledge of and confidence in positive, constructive methods of control and ways of relating to children. Perhaps more practice was also needed, as one trainee who became an aide in a Preschool Readiness Center remarked, "Future training programs should include 30 minutes a day in the positive redirection of children's behavior. I mean the redirecting words, instead of saying 'don't say ____. Fill in the word. Most people have yelled and said 'don't' all their lives. A habit is harder to break than a rule."

Pre-post PARI's were administered to both preschool and school-community aides in an effort to determine whether changes had been effected during training. Although there is some question whether changes in PARI scores reflect actual changes of attitudes or a better realization of expected responses, it was of considerable interest to the research and training staff that the school-community aides showed little or no change in the pre-post PARI's, but preschool aide trainees showed significant changes in holding less punitive, authoritarian or restrictive attitudes at the end of the program than they had previously held.

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*Glasser, Paul H. and Radin, Norma. "The Use of Parental Attitude Questionnaires with Culturally Disadvantaged Families," Journal of Marriage and the Family. August 1965. p. 373-382.

Twenty-two out of 41 of the school-community trainees actually scored higher on the post-PARI, whereas only 4 out of 36 preschool trainees scored higher on their post test. The expected direction was to lower scores.

Initially it appeared difficult to comprehend the difference between the two groups, since emphasis had been placed on positive methods of child handling in all training groups during the four week classroom-observation sessions which were conducted by the same instructor. However, the practicum for each of these groups had been held in different situations.

The preschool aide trainees had carried out their practicum under the direction of the training staff. In their twelve week field experience, they had the opportunity to observe and work with trained nursery school and kindergarten teachers who continually demonstrated positive methods of working with children in the centers. They were able, under the supervision of the teachers, to experience some success in using these new methods and were positively reinforced by this. Too, they were in frequent contact with the training staff to discuss poblems children were having, their causation and methods of handling.

School-community aides, on the other hand, were assigned to eight elementary schools and supervised by elementary school teachers. The training staff had less frequent contact. From the feedback given the training staff at in-service meetings, not all their supervising teachers were using positive methods of dealing with children. It even appeared that a few were meting out some form of corporal punishment almost as a part of the teaching routine. Under circumstances such as these, the trainees were being reinforced negatively rather than positively in terms of the concept of discipline and methods of relating to children taught by the training staff.

Training Model as First Step

Experience with training the non-professional has demonstrated that the sixteen week training model should be considered as a first step, rather than terminal. Emphasis during the program should be placed on the fact that learning is continuous. Of those aides who are currently operating the five Preschool Readiness Centers, five have, with subsequent training, become head teachers and five others have become family workers who act as liaison between preschool centers and homes. Most have taken some college courses and a few are contemplating obtaining a college degree.

Guidelines for Trainee Selection

One of the subsidiary objectives was the development of effective criteria for trainee selection. Experience in selecting and training the unskilled and unemployed in the two completed preschool teacher aide training sessions suggests some general guidelines for trainee selection.

These guidelines were used in selecting 48 trainees for the program designed to train auxiliary school personnel to work as school-community aides. These aides have completed a 16 week training program similar to that of the preschool teacher aides and are now working in the East St. Louis public schools.

The success of these training programs can be attributed in part to the careful screening and selection of trainees. Even a good program operates under a handicap if trainees are not carefully selected.

Training programs such as these appeal to a large number of inner city residents. Thus, with adequate publicity aimed at the target population the number of applicants to choose from will be large. For example, there were over 250 applicants for the two training sessions for preschool teacher aides from which 49 were selected for training.

Nelson Reading Test

Initial screening of applicants was done by means of the Nelson Reading Test. A minimum requirement of seventh grade reading level was set. Reading level was selected as a criterion because it seemed to be more meaningful than a High School diploma. Our experience has been that very often a more mature applicant without a high school education reads at a much higher level than a young high school graduate. It was not uncommon to find applicants who were high school graduates reading at the fourth and fifth grade level. On the other hand, it was not uncommon to find persons with an eighth grade education reading at a much higher level.

Illinois State Employment Service Teacher-Nursery School B 286

The second screening test used was the Illinois State Employment Service Teacher-Nursery School, Battery B - 286. This test consists of a general ability and a verbal portion. Since the applicants scored well below accepted norms for the test new norms were set up. Minimum requirements for both portions were set at one standard deviation below the mean applicant scores.

The general portion of the test probably has little significance as a selection criterion for training sub-professionals. The verbal portion, however, seems to be a significant and reliable criterion for selection. In the preschool teacher aide program a high score on the verbal portion of the test was a significant predictor of a successful aide. This test measures vocabulary or word knowledge and while it is not this knowledge alone that is important, but the use of it, there is often a high positive correlation between word knowledge and use of words. In both training groups the top trainees as a group scored considerably higher than the rest of the trainees on the verbal portion of the test, but there was essentially no difference in mean scores on the general portion. Thus, while verbal ability seems to be the single most effective criterion for successful trainee selection it must be remembered that verbal ability was not used in isolation. In effect, verbal ability is predictive of success only in an already selective group: a group with a certain reading ability, certain attitudes and a certain level of general ability.

Parental Attitude Research Instrument

The third screening test used was the PARI, the Parental Attitude Research Instrument. In training programs designed to train aides to work with children, attitudes toward family life and children are important.

The original PARI consists of 130 questions. In an attempt to shorten the test for our purposes every question was correlated with every other question. Those items that were highly correlated were dropped and the test shortened to 60 questions. On a test - retest situation a correlation of .91 was obtained between the short and long form.

On the short form PARI a cut-off score of 90 was used. This would represent a relatively high score for middle class trainees, but the lower socio-economic class parent tends to be more authoritarian and thus is likely to obtain a higher PARI score. Some discretion may be used in regard to an acceptable score. With proper emphasis on child development, methods of discipline and reinforcing experience a significant reduction in score is likely. In the two preschool aide programs there was a significant decrease in the pre-post PARI scores. By contrast, there was essentially no change on the pre-post test scores of the school-community aides as previously discussed.

Interview

The final element in trainee selection was an interview. A structured interview schedule was used which was designed primarily to determine the applicant's interest in the field, elicit attitudes toward children and allow the interviewer to gauge the applicant's emotional stability and responsiveness.

All applicants who met other requirements were interviewed. It may also be profitable to interview applicants who did very well on the other tests but did poorly, for example, on the general portion of the ISES B-286 test or the PARI.

Final selection of trainees for the preschool aide program was made on the basis of test scores and interviewers' recommendations.

Effectiveness of Selection Criteria

It is felt that the tests administered are simple but effective screening and selection devices and are well worth the time spent. Then, too, scheduling tests and interviews serves to eliminate those who are not highly motivated and who fail to keep appointments. In the two preschool aide training sessions 65 of the 257 applicants were eliminated because they did not complete tests although testing schedules were flexible and some individual tests were given to accomodate those who could not attend the regular testing sessions. Another positive effect of the testing was noted. The trainees selected felt a degree of pride in being chosen for their ability rather than for political reasons or because they "knew" someone.

After careful selection of trainees the training program itself must be able to give trainees relevant information and skills within the range of their abilities and interests if it is to be successful. The very first "success" criterion of a training program would seem to be the completion rate. This rate depends on several factors: The quality of the trainees selected, the possibility of job placement and the length of the training program.

In the first preschool aide training session there was an 85 percent completion rate. All trainees were assured of job placement. Three of the four that dropped before the end of the sixteen week program did so for a better job.

The second preschool teacher aide training program had a completion rate of only 76 percent. This comparatively low rate can be largely attributed to the lack of assured job placement on completion. Then, too, the second group of trainees were much younger and seemed to have less motivation to stick with a program that had no foreseeable advantage.

The second and most important "success" criterion of any training program is effective on-the-job performance by its graduates. This does not necessarily mean permanence. An aide who performs adequately on the job for a period of time and leaves for a better position or to go back to school must be considered a successful graduate. For the more mature person the aide position is often seen as an end in itself; for the young trainee the aide training program seems to offer an incentive for further education and training. The personal growth observed in some of the young trainees has been tremendous and certainly warrants their inclusion in training programs for sub-professionals.

The preceding discussion of trainee selection may be summarized in more general terms. The following guidelines should prove effective for selection of trainees for a wide variety of sub-professional training programs.

a. Determine the particular aim or aims of the training program (the population to be served and the population to be trained).

b. Give advance publicity aimed at the target population to assure an adequate number of applicants.

c. Administer initial screening test. Gross screening can effectively be done by means of a reading test. A seventh grade reading level seems to be a reasonable requirement.

d. Administer other selective tests. These may be somewhat dependent on type of program. Tests of verbal ability and attitudes toward children and family life seem to be effective.

e. Interview all applicants who successfully complete the tests.

f. Select trainees on basis of test scores and interviewer recommendations.

Trainee Observation Rating Scale

One of the most critical elements of the training program was the evaluation of the teacher aides and trainees. A variety of instruments for evaluating the performance of teachers and student teachers were examined. None of these seemed appropriate or adaptable to the particular situation at hand, that of evaluating sub-professionals on-the-job performance. After experimenting with several types of observation forms an instrument was developed that assures a high inter-rater correlation and has proved highly satisfactory in use.

It was felt that with a minimum of analysis the observation form could provide much important data.

It would be possible, for example, to analyze the following:

a. The amount and type of verbal and non-verbal interaction between teacher aide and child and between teacher aide and co-workers.

b. A typical pattern of the day's activities.

c. The distribution of time for various activities in the several centers.

d. Growth over time in amount and kind of verbalization of both teacher aides and children.

e. A comparison between teacher aides on the above items.

f. Evaluation of aides as a group to determine what aspects of the training program may need more emphasis.

g. Evaluation of teacher aides as individuals to provide immediate feedback for training purposes.

The instrument has proved to be highly reliable in assessing the effectiveness of individual preschool aides and center programs. This was true although the observers were relatively untrained and unsophisticated.

Near the end of the second practicum the two staff trainers were asked to select independently the six trainees they felt to be most effective. The difference between means of the two groups was computed. The mean rating score obtained by the six top trainees was significantly greater than the mean rating score of all of the trainees.

Not only did these six top trainees obtain a higher rating score but they also spent a significantly greater proportion of their time in active interaction with the child and conversely a far smaller proportion was recorded as non-productive time. It is not to be assumed, however, that the percent of time in interaction with children is by itself indicative of a good teacher. One teacher aide spent a high proportion of time interacting with children but her rating score was quite low.

Continued observations in the preschool centers would make it possible to ascertain weaknesses in center program or individual aide and take measures to correct them.

It is felt that the present instrument is a relatively simple and effective means of evaluating teachers and center programs and can easily be adapted for the observation and evaluation of sub-professionals in a variety of other fields.

5. Conclusions and Recommendations

Effective training models for the human service areas can be developed for non-professional, unemployed youths and older community residents. Training should not, however, be perceived as terminal. It should be conceived as a first step to be followed by continuous in-service training. The successful completion of this step has been found to act as a stimulus to the non-professional to obtain further training and/or education. The development of alternative steps leading to either two year associate degree program, or four year college degrees in the field of preschool education is recommended.

If the trainee who has successfully completed the training program can then continue her/his education while on the job, some economic needs will have been met and the opportunity to take further steps on the educational and occupational ladder can be more realistically reached. Two year programs as a next step, would serve two purposes; provide a shorter length of time for completion and provide the positive psychological impact for the student of successful completion of a unit. A few non-professionals may have the perserverence to complete four years of college, or be able to remove themselves from job responsibility to become full time students. It is hypothesized, however, that the greater majority would probably terminate with a two year degree.

Methods

The most effective methods of presenting principles of child development and nursery education were found to be through direct trainee involvement with children and materials, and through demonstration by professional teachers in the preschool center followed by discussion. Informal, dramatic lectures followed by buzz groups, films and self-selected readings were all found to contribute to the trainees' learning, but major reinforcement appeared to occur through direct involvement.

Sensitivity and communication groups involving group leaders other than the instructional staff, proved helpful to trainees in their developing ability to express themselves and relate themselves to others. Future program developers may want to consider using such groups to provide continuous feedback to instructional staff and from the instructional staff to trainees. This might serve to improve group cohesiveness, further encourage verbalization and the feeling of being involved in program development by the trainees. See Appendix F for anecdotal discussion.

Content

On the whole the content of the program appeared adequate. However, the training staff recommends more emphasis on spoken and written English for future programs. Language workshops and having trainees tape and analyze their own and children's verbal exchanges proved valuable in helping trainees become aware of their language usage. However, using written observations of children as exercises in English could also be developed to reinforce more continuous awareness.

Taping verbal reports to the training group and replaying these might also be of value. With these methods, oral language and grammar could be given emphasis.

Trainee Selection

Some form of applicant screening in those programs which elicit high community interest has been found to be valuable. The mere fact of having to keep appointments for a series of tests and interviews serves to deter those whose interest and motivation are low and may initially weed out some of those applicants lacking in the persistance to complete the training program and then go on to accept job responsibility. Too, level of verbal ability has been found to be related to success in the training program. This appears logical in view of the crucial role of communication for those working in human service areas. Therefore, some test of verbal ability is recommended.

Trainee Observation Rating Scale

The rating scale developed in this program was found to be valuable in pinpointing strengths and weaknesses of trainees. Future programs may find an objective rating scale useful in counseling both individual trainees and groups.

6. Summary

The increasing national need for preschool child care and Head Start personnel has led to shortages of trained manpower in this area. To relieve this situation, attempts have been initiated to develop models for training non-professional preschool aides.

Traditional classroom methods of teaching, i.e., lecture, textbook assignments and examinations on course content appear to be inappropriate to the non-professional. Learning by doing, teaching child development and nursery education as a concrete, direct experience appears to be more appropriate.

The basic purposes of the pilot program were four:

a. To develop a training model appropriate to non-professional unemployed youths and older community residents who had, predominantly, only high school education or less.

b. To determine the relative value of various criteria of selection in terms of trainee success in training and on-the-job.

c. To evaluate the trainees' understanding of theory and principles through their application rather than by the degree to which these had been memorized.

d. To develop and test materials more suitable to non-professionals.

Selection criteria were established and a program to train two groups of non-professional aides was commenced in November, 1965. Two hundred and fifty seven community residents applied for the two training programs.

A maximum age of 45 was set and a testing program developed to facilitate screening and selection of trainees. Minimum requirements for selection and the average score of trainees selected is presented below.

	Minimum Requirements	Training Groups	
		First	Second
Nelson Reading Test	7.0 grade	9.2	9.5
Illinois State Employment Service Teacher-Nursery School Battery -			
General	85	91.2	88.3
Verbal	90	96.1	94.2

	Minimum Requirements	Training Groups First	Training Groups Second
Parent Attitude Research Instrument -			
Long Form	190	167	-
Short Form	90	-	75

The PARI is a "reverse" score with a low score being more positive. The minimum requirement then represents the cut-off point for acceptable scores.

The training model consisted of a sixteen week, six hour a day period divided into a four week observation-classroom session followed by a twleve week supervised practicum. The latter included a weekly, one day staff meeting as in-service training.

Emphasis on method during the four-week classroom-observation period was placed on concrete experiences, such as observations of children, both individually and in groups, role playing, demonstration, audio-visual aids, and discussion presentations eliciting maximum trainee participation. It was found that small buzz groups held following a lecture also stimulated trainee participation.

Observations in group situations were required even before the first classroom meeting and were continued several times weekly prior to the practicum. Such observations acted as stimulants to discussion and enabled the instructor to bring in or reinforce appropriate child development or educational principles as the topic arose in the course of discussion.

Infants and children were also brought in for observation in the classroom. A mixed age group, i.e., a 9 month old baby, 18 month old toddler and a 3 year old child, were found to demonstrate differences in locomotor and manipulative ability, vocalization and language development as well as degrees of socialization quite clearly as the trainees observed and discussed their behavior.

Another method was used in the discussion of skills and their development in children. The instructor discussed such topics as eye-hand coordination, finger dexterity, shape differentiation, auditory discrimination, and language development while the trainees worked with form boards, puzzles, peg boards, musical instruments, and lotto games. This method of direct involvement was also carried over into workshops for creative arts, music, children's literature, and creative dramatics.

Language workshops and requesting trainees to tape and analyze their own and children's verbal exchange proved valuable in helping trainees become aware of their language usage. More emphasis on oral and written language is recommended for future programs, i.e., the use of written observations of children as exercises in English.

For further reference to training program content see Appendix B, Preschool Aide Training Program Schedule.

Following the four week classroom-observation period, trainees were given an opportunity to apply their learning to children from 3 - 6 years in a twelve week practicum held in preschool centers.

During the practicum the trainee's on-the-job performance was rated by means of a Trainee Observation Rating Scale. The observation of a number of variables was coded at five second intervals for a period of ten minutes. At the end of the observation period the recorder assigned a rating score based on a five point scale. By means of the Trainee Observation Rating Scale it was possible to evaluate what the trainee had learned by observing the application of this learning.

During the entire sixteen week training period, sensitivity and communication groups were held for two hours weekly. These discussion groups were conducted in a relatively unstructured manner to encourage trainees' expression of their perception of the program and to help them develop more satisfying patterns of interpersonal communication. These groups gave trainees courage to confront instructors and administrators, providing direct evaluative feedback on the several training program componenets.

Books and pamphlets relevant to child development and nursery-kindergarten education were presented and trainees encouraged to select the materials which held particular interest to them. No readings were required. Mimeographed materials were gathered and bound in a handbook, "Suggestions for Socially Disadvantaged Preschool Children. (See Appendix E)

This training model proved to be appropriate for the non-professional. Thirty-nine preschool aid trainees successfully completed the program.

The basic methods found to be most conducive to trainee learning were the continuous interchange of demonstration, discussion and direct involvement with materials and children. Experience and related communication proved most effective for the non-professional. Trainees themselves rated highly those aspects of the program in which they were directly involved, i.e., workshops, observations and practicum.

Post PARI's were administered to the trainees in an effort to determine whether changes had been effected during training. The trainees showed significant changes in holding less punitive, authoritarian or restrictive attitudes at the end of the program. It was found that the main reinforcement for this change was their opportunity to observe and work with professional teachers who continuously demonstrated positive methods of working with preschool children. Trainees were able to both witness and experience some success in using these new methods and were positively reinforced by this.

To test the effectiveness of the screening devices used in trainee selection to their success in the program, two staff trainers independently selected six top trainees. Their scores and those of the other trainees on the Nelson Reading Test, the ISES Teacher-Nursery School Battery and the PARI were examined. No difference was found between the two groups except on the verbal portion of the ISES. The mean scores of the six top trainees in the first training group were significantly different than those of the other trainees in the group. These differences while substantial in the second training group were not statistically significant.

To assess trainees' on-the-job performance, five or more observations were obtained on the trainee Observation Rating Scale. The comparative distribution of time spent on various activities is summarized for the six top trainees, as selected independently by the staff trainers, and all other trainees.

	Percent of Time	
	Six top trainees	All other trainees
Active Interaction with Child	42.5	18.5
Supervising Children's Activities	20.2	35.2
Interaction with Co-Workers	19.3	14.7
Other Activities	15.4	14.9
Non-Productive Time	2.6	15.8
Rating Score	2.24	1.69

The comparative figures indicate that the most effective trainees actively involve themselves with the children and spend a much greater proportion of the time interacting with them.

The Observation Rating Form for Preschool Teacher Aides can be found in Appendix C.

To the non-professional trainee successful completion of the training program and subsequent acceptance of job responsibility also led to personal growth, greater feelings of competance and adequacy, status and value. Most of the trainees recognized that the skills they learned were valuable not only in the preschool centers but also with their own children. Many felt that the training helped them in dealing with their co-workers and other adults as well, and that their new skills could be used in the home, the school and the community. Selected, brief case studies can be found in Appendix D.

Many trainees, encouraged by their success, enrolled in college. Therefore, it is recommended that non-professional training programs not be perceived as terminal, but that in-service, on-the-job training be continued and opportunities to move into both two and four year college degree programs be provided.

APPENDIX A

DELINQUENCY STUDY AND YOUTH DEVELOPMENT PROJECT
SOUTHERN ILLINOIS UNIVERSITY

INTERVIEW FOR PRESCHOOL TEACHER AIDE

Introductory: "How do you feel today?"

1. Interests

   a. What skills, hobbies and interests do you have?

      (1) Musical instruments
      (2) T.V.
      (3) Sewing
      (4) Other
      (5) What type of reading do you do?
         (a) Newspaper
         (b) Books
         (c) Bible
         (d) Magazines

2. What is your present family income? (Note A.D.C. and Youth Corps) (Check application)

Why do you want this job? What would it mean for you?

(1) Self betterment _____
(2) To help children_____

Give me a brief summation of your health history over the last ten years.

Illness and accidents

Hospital confinement

Menopause (for older women)

3. Personal History

Family background

a. How many children were in your family?
b. What was it like when you were a child?

c. How do you feel about your family now?

Marital status

a. Married How many times_____ Number years___
b. Separated
c. Divorced
d. Children Number_____

Attitudes toward family (present)

a. What is the most enjoyable thing you do with your family?

b. How far would you like your children to go in school?

c. What problems, if any, do you feel might be encountered in achieving this goal?

d. What do you do together as a family?

e. Do you do any of these things with your neighbors?

f. How do you feel about the schools in East St. Louis?

Poor______________
Adequate__________
Good______________
Excellent_________
Other_____________

g. Can you tell us about your school experience?

What were the characteristics of the teachers that you enjoyed?

Disliked?

h. What community agencies or social organizations are you familiar with? Active?

a. What contact have you had with them?

1. Favorable______
2. Unfavorable_____

b. School - Extra curricular activities.

c. Church

Would you feel comfortable working in your own?

In another?

4. Attitudes toward children (Specifically related to centers)

a. How would you feel about working daily with small children?

b. What are your feelings about discipline?

When do you discipline them?

How do you discipline them?

c. How would you react if a child wanted to continue with a certain activity despite your urging him to try something else and give another child a turn?

Specific examples:

Swing
Toy
Records

d. When do children annoy you?

5. Reactions

When there is something you want very badly and you are unable to get it -- What do you do? (disappointments)

What emergencies have you had to cope with?

How did you react?

6. Attitude toward authority

a. How do you take suggestions from others?

b. When you've done something wrong -- how do you react when you are corrected?

c. What do you do when you and someone else strongly disagree as to how a situation should be handled?

d. How would you react to someone who was evaluating your performance as a teacher's aide?

7. Previous work experience

Were you satisfied with your last job?

Why did you quit?

What's expected of you if you are accepted

a. Getting to class and practicum daily and on time.

b. Hours - Four week classroom-observation session
9:00 - 12:00 Monday thru Friday
1:00 - 4:00 Tuesday thru Friday

Hours - Ten week practicum

8:45 - 3:45 Monday

c. What arrangement will you make for baby sitting?

d. Must be able to work harmoniously with co-workers.

e. Weather conditions will not call for excuse from duties. Do you think this is a reasonable request?

8. Training and Placement

Pay	$25.00 per week for 15 to 16 weeks training. Paid on per diem basis - not paid for absences. University takes 3 - 5 weeks to process payroll. Payroll will be sent in every two weeks.
Placement:	The Delinquency Study and Youth Development Project will try to find placement for those successfully completing the training program. A certificate will be given to each person completing the program.

9. Evaluation of trainee by interviewer:

Responsive	Unresponsive
Verbal	Quiet
Focused	Distracted
Relaxed	Nervous

General impressions: ________________________________

____

____

____

____

APPENDIX B

Preschool Aide Training Program Schedule

Group II
May 16 - September 1, 1966

May 16-20

Observations in Preschool Readiness Center, Physical Examinations, TB Test and Vaccination.

Class 1

Monday, May 23: 9:00 A.M. - 12:00 Noon

Introduction

Objectives of preschool centers for socially disadvantaged children.

Overview of experiences presented (slides of Preschool Readiness Centers), motor, social, manipulative, cognitive, creative.

Discussion of observations.

Class 2

Tuesday, May 24: 9:00 A.M. - 12:00 Noon

Skills and their development

Motor, manipulative, language
Trainee experience with materials, puzzles, etc.
Learning - From concrete objects to abstraction
Developmental levels and expectations

Small Group 1 - 1:00 P.M. - 4:00 P.M.

Creative Arts

Difference between creative arts, crafts and formal learning activities.

Class 2 (continued)

Teacher role - preparation, planning and presentation of materials.

Trainee experimentation with collage, clay, dough, etc.

Small Group 2

Observations in Preschool Readiness Centers.

Class 3

Wednesday, May 25: 9:00 A.M. - 12:00 Noon

Child Development

Observation of individual children
Infants aged 9 months (M), 16 months (F)
Children aged 4 years, 6 months (F), 5 years (F)

Small Group 1 - 1:00 P.M. - 4:00 P.M.

Observations in Preschool Readiness Centers

Small Group 2

Creative Arts

Class 4

Thursday, May 26: 9:00 A.M. - 12:00 Noon

Introduction of Demonstration Center Teachers

Film - Little World
General discussion and summary of week

Core Group - 2:00 P.M. - 4:00 P.M.

Class 5

Friday, May 27: 9:00 A.M. - 12:00 Noon

Observation in Preschool Readiness Centers
Staffing 1:30 P.M. - 3:30 P.M.
Teaching Preschool Children

Monday, May 30: NO CLASS

Class 6

Tuesday, May 31: 9:00 A.M. - 12:00 Noon

Discussion and role playing of center observations

Small Group 1 - 1:00 P.M. - 4:00 P.M.

Literature and Creative Dramatics

Small Group 2

Observation in Preschool Readiness Centers

Class 7

Wednesday, June 1: 9:00 A.M. - 12:00 Noon

Film: Children's Emotions
Discussion and introduction of child guidance concepts

Small Group 1 - 1:00 P.M. - 4:00 P.M.

Observation in Preschool Readiness Centers

Small Group 2

Literature and Creative Dramatics

Class 8

Thursday, June 2: 9:00 A.M. - 12:00 Noon

Class 8 (continued)

Film: Palmour Street
Discussion

Core Group - 2:00 P.M. - 4:00 P.M.

Class 9

Friday, June 3: 9:00 A.M. - 12:00 Noon

Teacher Techniques
Attitudes and manner
Role play incidents

Summary of week

Staffing 1:30 - 3:30 P.M.
Child Behavior and Discipline

Class 10

Monday, June 6: 9:00 A.M. - 12:00 Noon

Speech and Language Workshop

Class 11

Tuesday, June 7: 9:00 A.M. - 12:00 Noon

Observation in Preschool Readiness Centers

Small Group 1 - 1:00 P.M. - 4:00 P.M.

Music Workshop

Small Group 2

Discussion of Center Observations

Class 12

Wednesday, June 8: 9:00 A.M. - 12:00 Noon

Films: Terrible 2's and Trusting 3's
Frustrating 4's and Fascinating 5's

Discussion and review of developmental levels and expectations.

Small Group 1 - 1:00 P.M. - 4:00 P.M.

Discussion of observations

Small Group 2

Music Workshop

Class 13

Thursday, June 9: 9:00 A.M. - 12:00 Noon

Observation in Preschool Readiness Centers

Core Group - 2:00 P.M. - 4:00 P.M.

Class 14

Friday, June 10: 9:00 A.M. - 12:00 Noon

Nursery Education Workshop - 2,3 and 4 year olds

Demonstration of projects with children
Materials and expectations
Concept development
Assign project

Staffing 1:30 - 3:30 P.M.
Creative Dramatics Workshop

Class 15

Monday, June 13: 9:00 A.M. - 12:00 Noon

Kindergarten Workshop - 5 and 6 year olds
Project discussion and demonstration
Concept development
Assign project or lesson plan

Class 16

Tuesday, June 14: 9:00 A.M. - 12:00 Noon

Discipline - Guidance
Role playing incidents

Value of records
Child observations and case history

Class 17

Wednesday, June 15: 9:00 A.M. - 12:00 Noon

Parent Meetings
School-home communication - 1:00 P.M. - 4:00 P.M.

Family Work Aspects
Parent contacts and home visits
Value of records

Class 18

Thursday, June 16: 9:00 A.M. - 12:00 Noon

Health

Core Group - 2:00 P.M. - 4:00 P.M.

Class 19

Friday, June 17: 9:00 A.M. - 12:00 Noon

Observations in centers

Class 19 (continued)

Practicum

Preschool Readiness Center Teachers - Panel

Discussion of Centers - Expectations of trainees
Questions from trainees

Class 20

Monday, June 20: 9:00 A.M. - 12:00 Noon

Film: A Chance at the Beginning
Summary discussion and preparation for practicum

Tuesday, June 21:

Practicum in Preschool Readiness Centers

APPENDIX C

Observation Rating Form for Preschool Teachers

The attached observation rating form is divided into five sections:

- Interaction with child (verbal)
- Interaction with child (non-verbal)
- Interaction with co-workers (verbal)
- Interaction with co-workers (non-verbal)
- Other activities (working alone)

This division makes a high inter-rater correlation possible because each section is mutually exclusive and thus limits the actual number of code choices. It also facilitates memorization of codes.

The division into verbal and non-verbal while essential to rater agreement are not particularly revealing. Thus, the observations are summarized using the following categories and codes.

Active Interaction with Child	(codes 01-08)
Supervising Children's Activities	(code 09)
Interaction with Co-Workers	(codes 10,12-13)
Other Activities	(codes 14,16,17)
Non-Productive Time	(codes 11,15)

The sample observation is an actual sequence of codes obtained in a ten minute observation. The rating score and comments are recorded by the observer after the observation period.

On the lower half of the observation form codes are totaled and entered on a summary sheet along with rating score and comments for each observation. After the required number of observations are obtained totals for each of the codes are recorded. Percent of time spent in various activities can then be computed by dividing the total of each code by the total number of 5 second intervals recorded.

OBSERVATION RATING FORM

INTERACTION WITH CHILD (verbal)

01 Encouraging, giving praise
02 Instructing, demonstrating new materials, etc.
03 Reading, telling story, structured activity
04 Developing concepts
05 Encouraging verbalization
06 Setting limits

INTERACTION WITH CHILD (non-verbal)

07 Listening - teacher initiated
08 Listening - child initiated
09 Supervising

INTERACTION WITH CO-WORKERS (verbal)

10 Discussion of plans, problems, activities
11 Social exchange

INTERACTION WITH CO-WORKERS (non-verbal)

12 Cooperating in preparing new activity, cleaning up, etc.
13 Moving in to help when problem arises

OTHER ACTIVITIES

14 Planning activities, picking up etc.
15 Unoccupied
16 Greeting visitors, parents
17 Keeping records, attendance, etc.

ACTIVE INTERACTION WITH CHILD	(Codes 01-08)
SUPERVISING CHILDREN'S ACTIVITIES	(Code 09)
INTERACTION WITH CO-WORKERS	(Codes 10,12-13)
OTHER ACTIVITIES	(Codes 14,16,17)
NON-PRODUCTIVE TIME	(Codes 11,15)

(SAMPLE OBSERVATION)

Name________________________ Center____________________

Observer____________________ Date______________________

Observation Number________

04	10	12	08	04	01	05	03	05	07
05	10	17	05	08	05	08	03	08	07
08	10	17	04	09	08	05	03	05	07
05	10	12	02	09	05	08	05	03	07
08	10	12	09	09	08	01	03	03	05
01	10	12	09	09	06	02	03	03	03
09	07	07	09	09	05	05	05	08	03
17	07	04	02	09	08	03	03	03	08
12	01	08	09	09	05	03	03	03	08
12	12	01	09	02	08	03	03	03	03
12	12	05	09	02	08	05	05	06	03
12	12	08	02	08	02	08	08	05	03

Very good at: Preparation for snack time. Very good involving children in activities. Children are responding very well in singing and in language development.

CODE

01	5
02	7
03	22
04	4
05	19
06	2
07	7
08	20
09	14
10	6
12	11
17	3

TRAINEE - TEACHER OBSERVATION

NAME:

DATE									TOTAL
Code 01									
02									
03									
04									
05									
06									
07									
08									
09									
10									
11									
12									
13									
14									
15									
16									
17									
total	120	120	120	120	120	120	120	120	

Observation	Rating Score	Comments
# 1		
2		
3		
4		
5		
6		
7		
8		

APPENDIX D

Case Studies

1. P. H. S.

P. H. S., age 21, was born in Chester, Pennsylvania. He is a thin faced Negro with good verbal ability and a great interest in continued learning. Mr. S. successfully completed his Preschool Aide Training April 1, 1966 and worked as an aide in the Pilgrim Baptist Preschool Readiness Center until August 1966. During this period Mr. S. demonstrated fine ability in his work, relating to the children aged 2 to 6 years with warmth and humor. He aided in planning the program and showed considerable skill and perception in working with groups and with individual children.

It was during this period that Mr. S. asked the instructor, head teachers and aides attending a staff meeting, why they were involved in the Preschool Readiness Center Program. After listening to a variety of responses he explained his views. His statement, somewhat edited by the instructor, follows:

> Our Role As Teachers:
>
> As teachers in the Preschool Readiness Program we may be contributing more to society than the person who just manipulates objects as physical scientists and mechanics do. In our work with children and parents we are creating new opportunities, new dimensions and new outlooks through the many learning experiences we can provide for children and adults. We have the opportunity of building individuals who do not just react blindly or just *let* things happen *to* them, but rather are able to reach out and *make* things happen *for* them, because they can reason and recognize cause and effect. Therefore, we can help develop individuals who are able to think and act to the fullest extent.

At the graduation ceremony held for the preschool aides April 1, 1966, Mr. S. was elected spokesman for the trainees and gave an extemporaneous speech of thanks.

In August 1966, Mr. S. resigned his job with the Preschool Readiness Centers to accept a better paying position as health aide for a Neighborhood Opportunity Center in East St. Louis. He has continued his interest in education, completed a business college course and is now enrolled in night classes at Southern Illinois University, hoping to complete his college education.

Mr. S. felt he had gained skills in human relations which would be of value in any field he went into from the Preschool Aide Training. He feels now that the training also helped him further improve his skills in communication and to understand individual human emotions. He further states that he has been able to use the child development training with his own children.

2. K. C.

K. C., age 24, was born in East St. Louis, Illinois and has resided there ever since. Mr. C. is a quiet, shy, sweet tempered Negro who has changed dramatically in the year and a half he has been involved in the Preschool Readiness Centers, first as a trainee then an aide and now as a family aide in the First Methodist Preschool Readiness Center. Mr. C. carries himself with more assurance, verbalizes with more emphasis and has generally shown marked growth. On a questionnaire related to the personal growth trainees felt they may have gained, Mr. C. stated that he felt more comfortable in new situations than he had before, "because working and pulling together gives you this." He went on to say, "I have more confidence in talking with parents and in presenting things to the children."

3. E. E.

Mrs. E. E. is an assertive, intelligent Negro woman of 38 who applied for the Preschool Aide Training Program because she was interested in working with children, although she had been previously trained and employed as a practical nurse. Mrs. E. completed the training program successfully and was given the position of preschool aide in the Wesley Bethel Preschool Readiness Center. In July of 1966, she resigned this position to accept that of Supervisor-Teacher of the United Presbyterian Kinder Cottage, a child care center enrolling 100 four and five year old children in East St. Louis. This position was given Mrs. E. despite the fact that the Board of the Center wanted someone with a college degree.

In response to questionnaires related to the value of the training program Mrs. E. stated that she is more understanding, knows herself better and is more able to adjust to others who differ from her. She goes on to say that "this program has taught me to be more tolerant and patient and helped me feel more comfortable in new situations."

4. R. E. L.

R. E. L. is a quiet young Negro woman, 19 years old. Before she started Preschool Aide Training Program she had been a member of the Neighborhood Youth Corps in East St. Louis. Miss L. completed the program and was hired as a preschool aide to work in the Wesley Bethel Preschool Readiness Center. She worked here cooperatively and well until May 1966 at which time she accepted a better paying position as a telephone operator with Illinois Bell Telephone Company. During the period of training and job performance Miss L.'s grooming and appearance changed considerably and she became a good looking, well groomed young woman who carried herself well.

Several times during her employment Miss L. remarked that she never would have thought of working with children when she was in high school. On a recent follow-up questionnaire she again repeated, "I didn't really want to work with children until I entered the training program." Now, however, she further states, "I want to enter Fisk University in September of 1967 to earn a degree in early childhood education."

5. M. C. L.

Mrs. M. C. L., age 45, is the wife of a Baptist Minister. After completing the Preschool Training, she was hired as a preschool aide at the Wesley Bethel Preschool Readiness Center. In December, 1966, Mrs. L. resigned from the program to accept a better paying position as a substitute teacher for East St. Louis School District 189.

In response to a recent follow-up questionnaire, Mrs. L. wrote:

> The training I received from the Preschool Center helped me in many ways. Even though I have been teaching children for over twenty years (in Sunday School), I had never received the type of training offered by the Preschool Center. The methods of approach are very unique, I think.
>
> I have used several points received from the training program; the choice method, instead of so much demanding simply because I'm a mother. I let the children suggest certain things and then we do it their way, and they are free to do most of the things they want to as long as it's not harmful to them.

In response to a question directed to determine the effect of the training program on the respondent's current job, Mrs. L. stated, "I have been able to win children and teachers by using my soft voice. Most children who meet a substitue decide that they are going to give her a rough way. I've been able to gain them by the training I received from preschool."

It is interesting to note that Mrs. L. suggests that future training programs should include 30 minutes training a day in the positive redirection of children's behavior. "I mean the redirected words, instead of saying 'don't,' say_______, fill in the word. Most people have yelled and said 'don't' all their lives. A habit is harder to break than a rule."

APPRENDIX E

SUGGESTIONS FOR SOCIALLY DISADVANTAGED PRESCHOOL CHILDREN

Lesson Plans, Creative Activities, Finger Plays, Songs

Revised, June 1967

FOREWORD

This is one of a series of non-technical publications designed for people who work in the field of human services. The Delinquency Study and Youth Development Project at Southern Illinois University has as one of its goals the dissemination of such material, as it constantly works toward the development of more efficient and effective training curricula for the several fields of human service. Volunteer, pre-professional, graduate and post-graduate training are of concern.

The collection of papers included in this volume were edited by Mrs. Naomi LeB. Naylor, Preschool Consultant to the Project. They were developed by Mrs. Naylor and the demonstration teachers involved in a preschool demonstration-training center operated by the Project in East St. Louis, Illinois. This program was funded by the U.S. Office of Education*, the Board of American Missions of the Lutheran Church of America and Southern Illinois University.

The Delinquency Study and Youth Development Project located on the Edwardsville Campus of Southern Illinois University, consists of an interdisciplinary team of social scientists. The team studies youth development, especially youth from urban slums, and helps train those who work with youth. Demonstration programming, in-service training of professional and auxiliary personnel, action research, and regional conferences have been typical of project activities.

Robert S. Gilland
Project Director

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*Curriculum Development Program for Preschool Teacher Aides - Contract No. OE 6-85-040
U.S. Department of Health, Education and Welfare
Office for Education
Washington, D. C.
Under Provisions of the Vocational Education Act of 1963

Objectives of the Preschool Program for Socially Disadvantaged Children

A. Provide learning in all areas of the nursery school or kindergarten through teacher verbalization.

Areas or Centers of Interest:

1. Table Activities: Peg boards, puzzles, hammer nail sets, etc.
2. Doll Corner: Stove, refrigerator, sink, mirror, doll stroller, doll beds, baby buggy and pans.
3. Block, truck and accessories area.
4. Music Corner: Record player, rhythm instruments.
5. Library Corner: Books, scrapbooks, pictures.
6. Creative Arts Area: Paints, crayons, dough, clay, collage.
7. Playground: Swings, climbing frames, sliding board, sand box.
    a. Initially, simple labeling (naming) of all objects the child manipulates or encounters.
    b. Providing the verbal mediators for all experiences:
    Examples:
        (1) "Darryl is hitting the pounding bench."
        (2) "Katy is pushing the doll stroller."
        (3) "Bob is sliding down the sliding board."
        (4) "Ricky is building a road with the blocks."
    c. Developing concepts of color, number, size, shape, texture, position, distance, direction, quantity, weight. (Again, through teacher verbalization in all areas of the playroom - during free play time as well as during group work.)

Examples:

(1) Katy is setting the table in the doll corner. "How many cups? Lets count them, one, two, three."

(2) Ricky has two plastic squeeze bottles, each with a primary color. As he squeezes them onto the paper, he sees a third color formed. "Blue and yellow make green, don't they, Ricky?"

(3) "Phil is swinging up and down."

(4) Songs, fingerplays and action games.

B. Provide experiences which will develop auditory discrimination. (Again, in all areas of the nursery school or kindergarten, teachers and aides encourage the child's exploration of sound and talk with the children).
Examples:

1. Sounds heard outdoors on the playground: i.e. Placing an ear against the hollow metal upright of a swing. Sounds of trucks, buses, cars.

2. Use of musical instruments.

3. Use of stories with emphasis on sound and children's participation in making sounds.

4. Use of songs and fingerplays.

C. Provide field trips to explore the real world, as:

Animals
Transportation
Food and stores
Community services: postal, health, firehouse, police.

Reinforce and relate these to the children's motoric needs through dramatic play and other methods of follow-up.

D. Provide science experiences which give concrete form to the development of thinking and reasoning; curiosity and exploration.

   1. Magnets which can be used to test a variety of substances either arranged on the table, i.e. buttons, paper clips, small forms from hammer-nail sets, or around the room.

   2. Seeds to grow, handle, open.

   3. Bowls of water with styrofoam and nails for concepts of weight and volume.

   4. Pets to feel, watch, take care of.

E. Help the child develop purposive learning activities and ability to attend for long periods of time:

   1. Initially through group singing and fingerplays.

   2. Story time.

   3. Discussion and/or show-and-tell elicited later.

   4. Use of color cubes, counting frames, peg boards, object cards, and lotto games, pictures for incongruities and for matching.

F. Help the child develop good self-concepts and sense of mastery of immediate environment.

   1. Through teacher acceptance of children.

   2. By encouraging independence and exploration.

   3. By giving praise for the efforts and products made by children.

Preschool Readiness Center Program

The Lutheran Preschool Readiness Center, one of six centers in the East St. Louis Program operated by the Deliquency Study and Youth Development Project of Southern Illinois University, designs its program to meet the needs of socially disadvantaged children. Verbally retarded, the children are given individual attention to help build their vocabularies and to provide the opportunity for the practice in verbalization which they need. Teachers give the children the words for their actions as they move, i.e. "Sharon is bathing the doll. Look at the suds." Thus, free play time is as much a language period as any group work time.

Opportunities to use a variety of creative arts materials, paints, crayons, dough, clay and collage allow the children to develop manipulative dexterity and to both express and impress their ideas and feelings through these media. In music, the children enjoy rhythm experiences as well as the discipline of learning to handle and play violins. This also helps the children develop auditory discrimination.

Manipulative materials of many types, puzzles, peg boards, rig-a-jigs, are provided to help the children develop hand-eye coordination and finger dexterity as well as practice in shape differentiation. Science and nature experiences not only provide further opportunities for language development, but also encourage curiosity and the examination and exploration of materials. Field trips are used to develop verbal abilities and to expand the children's understanding of the world about them. Such excursions are also valuable in developing their understanding of many varied concepts, such as those involving time, distance, direction and position.

Lutheran Church
Preschool Readiness Center
East St. Louis, Illinois

In the housekeeping corner children can explore adult roles in dramatic play. This play provides understanding of the children, as teachers observe their re-enactment of home life. Socialization occurs both in the doll corner and on the playground, as children share and take turns in using equipment.

As the teachers encourage independence and the exploration of many materials, the children develop interests and skills which will help them when they enter the school system, and also give them the feeling that they can cope with their environment. The teacher's acceptance of the children and recognition of each individual child's efforts and abilities is helping them develop better self concepts; the awareness that they are worthwhile individuals who are capable of achieving.

Introduction to Lesson Plans

A lesson plan should be a guide, not an absolute to be followed without deviation. In using a plan with socially disadvantaged preschool children, a teacher should take her cues from them. If they are very interested and responsive the experience can be developed further; if the children are bored and uninterested, the lesson plan should be dropped or modified to fit their interests. Children who are not interested do not learn. They are better off doing other things.

A lesson plan may be a separate project, or it may be part of a unit which extends over several days or weeks. A unit on transportation, for instance, may have a number of related lesson plans on trucks, buses, trains or airplanes.

Preschool children should have a direct part to play in the development of a lesson plan or project. Demonstrations which demand that preschoolers sit and watch for a long period of time, have little value. They need to be directly involved, handling materials, using their sense of sight, hearing, smell, taste or touch, and talking. They have difficulty waiting for a turn. If this is necessary for a particular project, only five children should be involved at a time so no one child must wait a long time for his turn.

It is important that the teacher have her materials assembled and a clear idea of what sequence the experience will take. As mentioned before, it is difficult for preschool children to sit still and wait.

The lesson plans that follow have been selected as a few samples for sensory and language development, creative arts and science. Some have also been selected to indicate that the lesson plan can include science experiences, creative dramatics, poetry and art all focused in one area of learning. For preschool children who have short attention spans and are orientated to learning motorically and through their sensory impressions, such combinations are helpful.

LESSON PLAN FOR CREATIVE ART & SCIENCE

GENERAL OBJECTIVE:

To help kindergarten children develop representational drawing skills by stimulating their perception of the real world and by incorporating two other dimensions, i.e., fantasy and bodily movement.

SPECIFIC OBJECTIVES:

1. To stimulate crayon drawing.
2. To present a science experience with snow.
3. To present a related oral language experience, i.e., a poem.
4. To dramatize the poem and relate it back to the science experience.
5. To make a picture illustrating the experience.

TIME: Season - winter Duration - approximately 30 minutes

MATERIALS:

One large plastic pan
Small plastic bowls
Newspaper
Snow
Crayons
Toothed drawing paper

MOTIVATION:

Experience with snow, poem, dramatization.

METHOD OF PRESENTATION:

1. Teacher: "Today is a snowy day, isn't it? Did you walk through the snow when you came to school?"
   Discussion with children:

   How did the snow feel?
   What kind of clothes did you wear?
   What did you make?

2. Teacher: "Lets bring some snow inside, so we can all look at it. A and B, take this pan and fill it with snow. Put your boots on first." Teacher has children count off 1,2 so they are two groups. C and D, get the plastic bowls and give one to the boys and girls who are 2's. E and F, take these folded newspapers and give them out to place under the bowls."

3. As children come in with plastic pan of snow, teacher spoons some into each bowl, mentioning that the "two" children can share the snow, with those who are "one".

   Teacher encourages the children to manipulate the snow, demonstrating by pressing some into a ball, then holding small pieces until they melt.

   Discussion with children:

   How does the snow feel?
   What happens to it when we hold it?
   Why does the snow melt when we hold it?

   Concepts:

   Cold - heat
   Snow - water
   Melting

   Snowman-snow-ball-round

4. As children continue to manipulate snow, teacher says: "I know a story about snow, listen.

Once there was a snowman
Stood outside the door.
Wanted to come inside
and run around the floor.
Wanted to warm himself
in front of the firelight red,
Wanted to jump on the big white bed.

He called the north wind and said,
'Help me now I pray,
I'm completely frozen
Standing here all day.'
So, the north wind blew him through the door
And there's nothing left of him but a puddle
on the floor."

5. Teacher: "It would be fun to play that story, wouldn't it? Lets go out on the floor and be snowmen."

   Teacher recites poem as she and children dramatize from the viewpoint of the snowman. Running around floor, jumping on bed, standing in front of fire (stove) to get warm. Calling the wind--moving the children into playing the wind--sound--or an object blown by the wind, reminding them that the wind has to open the door, or the snowman does. Finally becoming a puddle on the floor--melting slowly down.

6. Teacher suggests the children return to the tables to see if the snow in their bowls has melted into water, then asks several children to distribute crayons and drawing paper so they can draw a picture to go with the story.

7. As children work, teacher moves about encouraging them to try, helping children think of the items involved, helping them visualize them.

   Items: Snowman
   wind
   door-room-house
   fire (stove)
   bed
   puddle

EVALUATION:

Children's understanding of concepts: Cold, hot, melting, puddle, snowman-round, wind-movement.

1. Through observation of movement response.
2. During discussion.
3. As teacher talks with individual children.
4. Sequence and number of items and their relationship as placed in the picture.

Children's ability in representational drawing:

1. Use of space--small part or whole page.
2. Organization of picture--relationship of item placement to the whole.
3. Representation of items and style.

LESSON PLAN - ORAL LANGUAGE

GENERAL OBJECTIVE:

To provide stimulating natural science experiences and opportunities for kindergarten children to express themselves orally as a step in developing reading readiness skills.

SPECIFIC OBJECTIVES:

1. To provide the labels needed for gardening tools, i.e., Shovel (spade), rake, hoe, and an understanding of their use.
2. To reinforce previous knowledge of the labels for the parts of plants, i.e., leaves, stem, roots, and their functions and development.
3. To provide a satisfying gardening experience.
4. To develop discussion and an experience story from the foregoing.

TIME: Season - Spring Duration: approximately 1 hour

MOTIVATION: Pictures and gardening experience

MATERIALS:

1 gardening picture and 1 picture of tomatoes
2 shovels, 2 hoes, 2 rakes
4 watering cans
lined easel paper
crayon

METHOD OF PRESENTATION:

1. In group work session the teacher discusses the following with the children:

Familiar sweet potato plant, having children label the parts, and its growth.

Function of roots and leaves and their place in space. Leaves grow up in the air - roots grow down in the ground.

Shows picture of gardener digging, plants growing and of the product - tomatoes. Emphasis on sequence.

Shows and names tools, giving function of each and demonstrating how to carry them for safety.

2. Teacher: "Lets sing our Spring Song and then we can go out and plant our tomato plants.

Springtime is garden time, garden time,
   garden time,
(Repeat)
Bring your spade and come outdoors,
Springtime is here."

A and B carry the spades, D and C the hoes, E and F the rakes. G and H bring the tomato plants and I J K L bring the watering cans.

3. Preparing the garden for planting. "Those with spades dig the ground (already prepared). Those with hoes break up the big pieces. Those with rakes smooth the ground."

4. Planting - "Dig a hole with the spade. Give someone else a turn to dig one. We need six holes. Now we can put the plants in the hole and pack dirt around it. Then we can take turns watering the plant.

If the children find worms, grubs and insects as they dig, they should be helped to look at them, hold them, gain some understanding of their relation to the ecology, i.e., worms a re wiggly, they move along stretching themselves out and pulling themselves together again, they help plants by breaking up the ground around the roots, which helps them grow. They can bring the worms they find indoors and put them, with some earth, in a jar.

5. Group session: Teacher helps children develop story about their activity, emphasizing sequence and writes it for the children on lined easel paper to help children develop the realization that the written word is "talk wrote down."

EVALUATION:

The story will give the teacher some knowledge of the children's grasp of the sequence in planting, the labels for the tools and their function.

Level of expressiveness observed in individual children - Amount of spontaneous output.

Qualities of speech observed in individual children as they respond to group, i.e., voice, articulation, rhythm.

Lesson Plan to Develop the Sense of Smell and Taste

General Objective:

To help children use their sense of smelling and tasting to more advantage in responding to their environment.

Specific Objectives:

1. To stimulate a heightening of these two senses both as separate ones and as a combined impression of any given substance.

2. To increase awareness of particular kinds of taste: sweet, sour, bitter, acid, salty, oily.

3. To associate a particular odor with a substance.

Time: Anytime Duration: 5-10 Minutes

Materials:

1. Tasting bottles prepared with particular kinds of tastes.

2. Medicine dropper.

3. Tweezers.

Motivation:

Anticipation of tasting and examining something new.

Method of Presentation:

1. Teacher: "We are going to have some fun tasting the things I have in these bottles. We can't always tell what something is by looking at it, can we? Do you know what any of these are?" Let the children guess. They may be able to identify grated lemon peel, but probably not others.

2. "Let's see if we can find out what they are by tasting." Proceed by dropping a drop or two of the sweet liquid on each tongue. Prepare the children for this activity by telling them precisely how you will do it.

3. Teacher: "What does this taste like?" (Look for sweet or any substance associated with the quality. Discuss by talking about a few things the children can think of that are sweet.)

4. Teacher goes on to the next bottle and so on in the same manner. Use the tweezers for placing lemon peel in the mouth. As for and give label to tweezers.

5. Start again by asking if the child can smell the substance and see if he is able to associate the smell with the taste.

Evaluation:

1. Children's perception of distinctive tastes.

2. Children's perception of distinctive odors in association.

*This experiment should be repeated at intervals testing for retentive impressions. Perhaps by the third trial, the eyes should be closed to avoid remembrance by appearance of substance in bottle.

Lesson Plan for Perception Training and Science Activity

General Objective:

To help children learn to use many ways to perceive any given object of their environment.

Specific Objectives:

1. To stimulate use of visual, tactile, smelling, tasting, and listening skills.
2. To learn specific information about apples--color, shape, texture.
3. To stimulate a creative experience in design.

Time: anytime

Duration: approximately 30 minutes

Materials:

1. Apples
2. Knife
3. 1 red and 1 blue wooden circle
4. Construction Paper
5. Paste
6. Crayons and yarn

Motivation:

Experience with apples, cutting, and eating them.

Method of Presentation:

1. Teacher: "What is an apple? (category-fruit) Here is one. Do you eat it or drink it? Why can't you drink it? (idea of liquid) What are these? (2 wooden circles) Which one looks more like the apple? See how they both roll. Let's look around the room for some other things that are red like this apple and this circle." After this discussion, teacher and children go back to the table.

2. Teacher: "What is this? (Knife) What can you to to the apple with the knife?" Discussion follows about cutting, peeling, slicing. Demonstrate, and then let the children try some of this. "Now you may eat the apple."

3. While the children are eating, the teacher may discuss the texture of the apple, the taste, the smell, the sound of it being eaten. She may also discuss with them the nature of its composition: the skin, the fruit inside, the core, seeds, and stem (where it attaches to branch of tree).

4. Teacher: "Do you taste the juice? You get juice from apples too. What can you get from apples if they are cooked? (applesauce, pie filling, baked apples). Perhaps another day we might cook some apples.

5. When the children are nearly finished, ask them to save the seeds for making a picture. Suggest that they place the seeds in any design on the paper, using the art materials in any way they choose.

Evaluation:

1. Children's understanding of concepts: color, shape, etc.
    a. through direct perception of the apple.
    b. through discussion.
    c. through matching color of other objects to apple.
2. Children's ability to compose a design
    a. placement of seeds and other materials.
    b. ways the child connects the seeds with crayons and/or yarn, if at all.

Lesson Plan for Feeling

General Objective:

To help children learn to use the sense of touch to investigate objects of their environment in a meaningful way.

Specific Objectives:

1. To stimulate use of tactile skill.

2. To gain knowledge of objects in the playroom by this means.

Time: anytime Duration: 5-10 Minutes

Materials: Large bag to contain the following:

1. _Rubber_ puzzle pieces
2. _Wooden_ hammer
3. _Paper_
4. _Crayon_
5. _Chalk_
6. _Metal_ dish
7. _Plastic_ dish
8. Doll dress (_cloth_)
9. Maracas (wood & metal)
10. Book (cardboard)

*Other materials may be substituted. The idea is to provide a variety of _texture_, _composition_, _shape_, and _kind_ of material.

Motivation:

Anticipation of knowing identity of unknown objects in bag.

Method of Presentation:

1. Teacher: "We are going to try to find out what is in this bag by taking hold of an _object_ inside and feeling it. We will pass the bag so that each of you may take a turn feeling. All the _things_ in this bag are from our playroom."

2. The bag is passed in turn with the children feeling the objects. As the discussion moves, the teacher should help the children talk about the name or label of the object as well as its use

   and what it is made of (composition).

3. The game may be played as long as the children are deeply involved.

Evaluation:

1. Children's ability to use the sense of touch to perceive an object.

2. Children's ability to coordinate the feeling of the shape, texture, composition of and object in order to determine what it is. For example, the crayon and chalk are both cylinders of similar size, but they differ in texture and composition. Differentiating between similar objects would be a harder task than differentiating between the hammer and a piece of paper.

LESSON PLAN
SIZE AND SHAPE DIFFERENTIATION

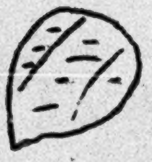
DO ALL SEEDS LOOK ALIKE?

DO YOU LOOK JUST LIKE OTHER GIRLS AND BOYS?

ALL SEEDS DON'T LOOK ALIKE EITHER.

WOULD YOU LIKE TO BRING SEEDS TO SCHOOL SO WE CAN COMPARE THEM?

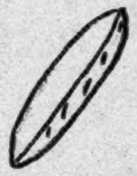
A PEACH HAS A LARGE SEED.


Peach
Seed

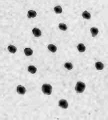
AN APPLE HAS A SMALL SEED. (LET'S NAME SOME OTHERS.)

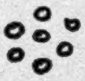
SOME FLOWER AND VEGETABLE SEEDS ARE EVEN SMALLER THAN THE APPLE SEED.

TALK ABOUT SHAPE, COLOR, OF SOME SEEDS YOU KNOW.


date

TEXTURE --- SMOOTH OR ROUGH?


flower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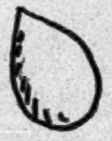
apple


prune

ARE ALL SEEDS INSIDE THE FRUIT?

WHERE WOULD YOU FIND A STRAWBERRY SEED?

NAME OTHER BERRIES THAT HAVE SEEDS ON THE OUTSIDE.

CHART

NAME	(TAPE SEED IN SPACE)	COLOR	SMOOTH	ROUGH

(Collection of seeds -- children can have experience in labeling)

DAILY LANGUAGE TIME
(10-15 minutes)

A. SENTENCE DEVELOPMENT

OBJECTIVES:

1. To develop skills in using complete sentences.
2. To develop skills in using discriptive and connective words.
3. To correlate cognition and perception with verbal expression.
4. To develop knowledge of classifications and categories.

MATERIALS:

1. Scrapbooks related to one category:
    - Color -
    - Vacations
    - Sports
    - Transportation
    - Animals
2. Catalogues, i.e. Sears Roebuck, etc. to relate a variety of objects to its category - desks, beds, etc. to furniture.
3. Objects from the classroom such as blocks, trucks, dolls to describe.

PROCEDURE:

1. Using any of the above materials, initially introduce two simple sentences forms, one naming the object, the other describing it, as:

    This is a block.
    The block is square.

Ask the children to repeat this after you. Then hold out the block and say, "What is this?" Require the whole sentence in answer.

2. Reinforce by using negative phrase, as:

   This block is not a truck.
   This block is not round.

   Have children respond as above.

3. The plural can be emphasized by having two or more objects which are the same:

   This is a block (holding one)
   These are blocks (holding two)

   Again, request children to respond.

4. From simple sentences, more complex descriptive sentences can be developed:

   This block is on the table and
   table is in the playroom .

5. a. To develop knowledge of categories have the children look at pictures of objects:

      This is a desk and this is a chair.

      What are they? They are pieces of furniture.

      Have children repeat.

   b. An object which does not fit the category may be added to emphasize the difference.

      This is a desk and this is a chair. They are pieces of furniture. This is a car. Is it furniture? No, a car is not a piece of furniture.

These suggestions are adapted from:
Teaching Disadvantaged Children in the Preschool
Bereiter, Carl and Engelman, S.
Prentice Hall, New Jersey, 1966

B. LISTEN AND DO GAME

OBJECTIVES:

1. To help children attend
2. To help children learn to follow simple directions.

PROCEDURES:

1. Have children gather around a table or sit on the floor in a circle: Tell them you are going to play a game with them. Ask individual children to follow the directions.

   Start with two directions:

   Go to the block shelf and bring me a block.

   Gallop to the kitchen and skip back.

   Pat your head and pull your ear.

2. Allow children to pair off and give each other directions.
3. As the children become successful up to three or four directions can be given at one time.

COLLAGE VARIATIONS WITH PENCIL

OBJECTIVE:

To help kindergarten children develop finger dexterity, the ability to follow lines and to use a pencil.

MATERIALS NEEDED:

1. Large size kindergarten pencils
2. Enough small plastic bottles of glue for each child to have one
3. One of the following:
    - sequins
    - aquarium gravel
    - yarn snips
    - paper dots (punched out with paper punch)
    - glitter

Note: This type of project requires time and patience as well as skill. It should not be used until the children have had several weeks' experience in the pre-school.

PROCEDURE:

1. Ask the children to make a simple design or picture Tell them to make it large so they will be able to follow the outline.

2. Give each child a plastic container of glue and ask him to follow the pencil lines with it.

3. The final step is for the child to apply the paper dots or sequins, etc. on top of the glue.

This type of project gives the child a feeling of satisfaction on completion because of the care involved and the effect achieved. If a child has drawn a picture that is too difficult for him to complete, you can suggest he draw a circle, or some simple figure and complete that so he will feel some success.

CREATIVE ART EXPERIENCES

To be creative, art experiences provided for preschool children must allow the child freedom to explore art media and materials in his own way.

The following restrict rather than encourage the child's expression:

-- Use of coloring books
-- Use of patterns
-- Use of hectographed, dittoed or memographed outlines
-- Telling child what to make and how to make it
-- Drawing pictures for a child
-- Criticism or belittling his products

To encourage the child to create:

-- Provide a wide variety of materials and experiences with many media, i.e. collage, paint, clay, crayons, chalk.
-- Allow him to make the picture he wants.
-- Accept and show respect for his products.
-- Help him look at,touch and feel objects or things he wants to draw, rather than drawing them for him. Talk with him about what they look like, encourage him to try and praise his efforts when he does.

CHARACTERISTICS

-- Preschool children go through stages in their use of art materials:

Scribble: In the first stage children simply scribble with crayons; pat, pinch or roll clay; mass paint on paper or scribble with a brush

Directed Scribble: In the second stage children consciously direct their lines in a verticle or circular motion

Naming: In the third stage the children may name their drawing and be willing to tell you a story about it, even though there is little resemblance to the thing he has named it.

Representational: In the fourth stage drawings, paintings, collage and clay products begin to look like the objects the child names.

-- Preschool children use color without regard to realism. A green face may be far more interesting to him than a pink, brown or black face. He uses color imaginatively.

-- They are not sensitive to proportion; the most important thing in the picture may be large or bright in color whether this is realistic or not.

-- In other words, preschool children create as they perceive their world, not as the adult does.

-- May be more interested in the process of creation, rather than the results or product he has made.

ART PROJECT AS FIELD TRIP FOLLOW-UP

OBJECTIVE:

To develop an art project for kindergarten children which will also serve to reinforce or follow-up the impressions obtained during a field trip.

MATERIALS FOR CHILDREN TO CHOOSE FROM:

1. Crayons
2. Construction paper shapes and strips
3. Water colors
4. Pencils
5. Scissors
6. Chalk
7. White or colored construction paper

PROCEDURE:

1. Ask the children to discuss the things they saw, felt and touched on the field trip.

2. Ask them to make a picture of something they particularly liked or something that was new to them.

3. As the children work, elicit individual comments and write them down, to be placed on the back of their paper when the picture is finished.

Children enjoy this activity and it helps them recall details of the field trip. All the pictures can be glued together in a long strip and displayed as a panorama of the trip at a parent's meeting.

POSTER PAINT ACTIVITIES

1. Ink blots: Prefold paper, drop thick paint onto paper from tongue depressor, refold, open. Several colors may be used.

2. String painting: Dip short lengths of string into bowls of paint and let them fall on paper. Paper may also be folded, then string pulled out while the paper is held shut with one hand.

3. "Block" printing: Dip objects into bowls of paint or in felt soaked in paint, then press or rub on paper. Objects may be spools, corks, sink stoppers, sponges, jar lids, small blocks, scrub brushes, combs, potatoes cut in shapes, Q-tips, etc.

4. Dry powder painting: Put dry powder paint in dishes at easel or on table, and use wads of cotton. Gives soft effect.

5. Textured paint: Mix textured substance with paint for different effect, adding a little glue to insure sticking. May use salt (which sparkles when dry), sand, fine sawdust, coffee grounds. May also sprinkle soap flakes on painted surface.

6. Spatter painting: Wire screens on frames, toothbrushes, pans of thin paint and designs to set under screen on paper. Objects may be paper silhouette, leaves, cookie cutters, or a variety such as keys, forks, spoons, scissors, tongue depressors, etc. When one color is dry, another may be used.

7. Table painting: Use bowls of paint and short handled brushes.

8. Fancy paper: Cut easel paper into unusual shapes to stimulate more elaborate design painting on child's part: circles, free form, triangles, Easter eggs, Christmas trees, houses, etc.

9. Different types of surfaces may be painted:
    - Paper towels
    - Colored construction paper
    - Printed newsprint
    - Finger paint paper
    - Cardboard boxes
    - Egg cartons
    - Wall paper
    - Magazine pages
    - Butcher paper
    - Wooden products
    - Cloth
    - Wood
    - Clay
    - Dried dough
    - Sea shells
    - Stones
    - Branches
    - Paper bags
    - Oil cloth
    - Pine cones

10. Window painting: Bon Ami or Glass Wax may be colored with dry paint powder and used to paint windows.

11. Soap painting: Whip soap powder, add dry paint powder, paint on colored or white with brushes. Will be very stiff and is conducive to making designs.

12. Crayon and paint: Draw on paper with light colored crayons, then cover with wash of dark paint. Paint will cover all but crayon markings.

13. Detergent paint: Paint mixed with detergent can be used to paint on glazed paper surfaces, plastic, alumnium foil and glass.

14. Presenting variety of colors: The usual primary easel colors can be varied by mixing and presenting unusual shades of color and unusual combinations of colors: pastel tints, black, greyed tones, white.

15. Mixing colors: The children can mix their own paints to be used at table or easel. Put out colors in small amounts in paper cups or muffin tins and allow the children to mix. Mixing primary colors teaches composition of secondary ones. Mixing black or white with primary colors teaches pastel tints and greyed tones.

16. Water painting: Large brushes and small pails of water can be used to "paint" fences, walks, trikes, sides of buildings, ets.

RECIPES FOR DOUGH AND OTHER PLASTIC MATERIALS

Play Dough

1½ c. boiling water
Add ½ c. salt
Remove from heat and add food color
1 tablespoon cooking oil
2 tablespoons powdered alum
2½ c. flour

Knead and store in plastic containers

Cooked Dough

(Hardens -- can make sculpture - Use with older children)

4 T. cornstarch
½ c. salt
½ c. boiling water

Method: Mix cornstarch and salt. Add color if desired. Pour on boiling water, stir until soft and smooth. Place over fire until it forms a soft ball. In using, if it sticks to fingers, dust hands with cornstarch.

Uncooked Dough

Either:

1. 3 parts flour to 1 part salt
2. 2 parts flour to 1 part salt
3. equal parts flour and salt

Method: Mix flour and salt thoroughly. Add enough water to form dough in ball. Knead on floured surface until it has become pliable but is not sticky. 1 T. alum may be added to each 2 cups of flour as preservative. Let children mix in powdered tempera to color.

Sawdust and Wheat Flour

4 parts sawdust
1 part wheat flour

Method: Make paste of wheat flour and water. Add sawdust. Presents interesting sensory appeal.

Asbestos Clay

2 c. asbestos cement
rount t. wheat flour

Method: Mix cement and flour with enough water to make right consistency.

FINGER PAINT RECIPES

Linit Starch and Soap Finger Paint

1 c. Linit starch
1½ c. boiling water
½ c. soapflakes (not soap powder)
1 T. glycerine (optional, makes it smoother)

Method: Mix starch with enough water to make smooth paste. Add boiling water and cook until glossy. Stir in soap flakes while mixture is warm. When cool, add glycerine. Let children add powdered tempera to color.

Flour and Salt Finger Paint (Cooked)

2 c. flour
2 t. salt
3 c. cold water
2 c. hot water

Method: Add salt to flour, then pour in cold water gradually and beat mixture with egg beater until it is smooth. Add hot water and boil until it becomes glossy. Beat until smooth. Let children add color.

Flour and Salt Finger Paint (Uncooked)

1 c. flour
1½ t. salt
1 c. water

Method: Combine flour and salt, add water. This has a grainy quality unlike the other finger paints, providing a different sensory experience.

Argo Starch Finger Paint

1 c. boiling water
2 T. Argo starch
6 T. cold water

Method: Dissolve starch in cold water in cup. Add this mixture to boiling water, stirring constantly. Heat until it becomes glossy.

Wheat Flour Finger Paint

3 parts water
1 part wheat flour

Method: Stir flour into water. Children can add color. (Wheat flour can be bought at low cost in wallpaper stores or department stores.)

Plastic Starch Finger Paint

Liquid plastic starch (obtainable in grocery stores, approx.25¢ qt.)
Powdered paint in salt shakers.

Method: Spread liquid starch over dry paper. Shake powder paint on paper and spread with hands.

FINGER PLAYS

1.	Way up in the apple tree,	arms up high
	Two little apples smiled at me.	with a smile
	I shook that tree as hard as I could,	shake hands in front
	Down fell the apples --	arms up and down
	H-m-m were they good!	rub tummy
2.	June night, Sleep tight,	eyes closed, head on hands
	Wake up bright, In the morning light	stretch and yawn
3.	Come chick, chick, chick,	teacher sings and
	Come chick, chick, chick,	chicks come crawling
	(repeat)	to her. She feeds
		them; at "Shoo" they
	SHOO!!	all scamper away.
4.	Choo! Choo! Choo!	all rub hands together
	The train will soon be going	in a swishing movement
	Choo! Choo! Choo!	on Choo! Choo! Choo!
	Let's hurry and get on.	
	Choo! Choo! Choo!	slide hands together
	The train runs down the track	run fingers of one
	Choo! Choo! Choo!	hand down opposite arm
	And then it runs right back.	slide hands together
		run fingers back up
		the arm.
5.	A little ball	make little ball with
	A bigger ball	fingers, bigger ball
	A great big ball I see	with whole hands, and
	Now let us count	great big ball with
	The balls we've made	arms.
	One, two, three.	
6.	I have two eyes to see with	
	I have two feet to run	point to parts of body
	I have two hands to wave with,	mentioned. Run away
	And nose I have but one.	on the last line.
	I have two ears to hear with	
	And tongue to say good-day.	
	And two red cheeks for you to kiss	
	And now I'll run away.	

7.	Mrs. Peck-Pigeon is picking for bread	
	Bob-bob-bob, Goes her little round head	bob head up and down
	Tame as a pussy-cat in the street,	
	Step-step-step, go her little red feet.	step up and down
	With her little red feet and her little	bob head and step
	round head	around in circle.
	Mrs. Peck-Pigeon goes picking for bread.	
8.	Jack and Jill went up the hill	alternate hands,
		climbing up from lap
	To fetch a pail of water	to above head
	Jack fell down and broke his crown	one hand drops in lap
	And Jill came tumbling after.	other hand tumbles
		down.
9.	Up Jack got, and home did trot	raise hand - move
		fingers
	As fast as he could caper	in rapid motion in
	Went to bed to mend his head	horizontal plane
	With vinegar and brown paper.	lay head on hands.
10.	Once I saw a rabbit	two fingers of right
		hand erect
	And a green, green cabbage head.	fist of left hand
	I think I'll have some cabbage	
	The little rabbit said	nibble with fingers and
	So he nibbled and he nibbled	thumb of right hand.
	And pricked his ears to say	two fingers of right
		hand erect
	I think it's time I should be	right hand hops away.
	Hopping on may way.	
11.	Blacksmith very fine	hold child's foot bet-
	Can you shoe this colt of mine?	ween your knees
		blacksmith
	Yes, sir! I can! Just as good as any man	style and pound with
		fist
	Shoe colt shoe	
	Here's a nail and there's a nail	
	Drive them plumb through.	
12.	Roll your hands, roll your hands,	do motions as words
	As slowly, as slowly, as slow can be.	suggest.
	Then fold your arms like me.	

Roll your hands, roll your hands,
As swiftly, as swiftly, as swift as can be.
Then fold your arms like me.

Clasp your hands, clasp your hands,
As softly, as softly, as soft can be.
Then fold your arms like me.

Clap your hands, clap your hands,
as loudly, as loudly, as loud can be.
Then fold your hands like me.

13.	Little Miss Muffet	
	Sat on a tuffet	fist with thumb standing
	Eating her curds and whey	pretend to eat
	Along came a spider	run fingers along floor
	And sat down beside her	spider sits beside tuffet
	And frightened Miss Muffet away.	throw hands out.

14.	This is a pussy sleek and gray	hold up thumb
	With her kittens four	hold up four fingers
	She went to sleep on the floor	close eyes
	By the kitchen door.	

15.	"It's time for my piggies to go to bed".	hold up left hand
	The nice big mother piggie said	
	"Now I shall count them to see	
	If all my piggies have come back to me".	
	"One little piggy, two little piggies	count fingers
	Three little piggies dear,	
	Four little piggies, five little piggies	
	Yes, they are all here.	

16.	Here is the beehive. Where are the bees?	right hand up and closed
	Hidden away where nobody sees.	
	Soon they come creeping out of the hive --	open right hand one at a time
	One! two! three! four! five!	

17.	Once I saw an ant hill	same as above, but with left hand.
	With no ants about;	
	So I said, "Dear little ants,	
	Won't you please come out?"	
	Then as if the little ants	
	Had heard my call --	
	One! two! three! four! five came out!	
	And that was all!	
18.	The little mice are creeping, creeping, creeping,	One hand represents the cat and the other the mice. Do as the verse suggests.
	The little mice are creeping all through the house	
	The little mice are sleeping, sleeping, sleeping	
	The little mice are sleeping all through the house.	
	The old gray cat comes creeping, creeping, creeping	
	The old gray cat comes creeping all through the house	
	The little mice all scamper, scamper, scamper	
	The little mice all scamper all through the house.	
19.	A teeny weeny spider Climbed on the water spout	one hand climbs up the other arm to the shoulder
	Down came the rain	hand slides down shoulder
	And washed the spider out	hand slides down shoulder
	Up came the sun And dried up all the rain	arms circle the head
	The teeny weeny spider Climbed up the spout again.	one hand climbs up the other arm to the shoulder
20.	Here's a ball for baby Big and soft and round	make ball with thumb and forefingers

	Here is baby's hammer	make hammer with fist
	See how he can pound	
	Here is baby's music	hold fingers up facing
	Clapping, clapping so (clap)	each other
	Here are baby's soldiers	hold fingers up straight
	Standing in a row	
	Here is baby's trumpet	pretend to blow with
	Toot-to-toot-to-too	fists before mouth
	Here's the way that baby	
	Plays at peek-a-boo	play peek with fingers
	Here's a big umbrella	cup hand and stick
	To keep the baby dry	finger under for handle
	Here is baby's cradle	make cradle of arms
	Rock-a-baby bye.	
21.	Five little pumpkins sitting on a gate	
	The 1st one said, "Oh my, it's getting late."	
	The 2nd one said, "There are witches in the air."	hold hand up and
	The 3rd one said, "But we don't care."	move each finger
	The 4th one said, "Let's rund and run and run."	as it talks
	The 5th one said, "I'm ready for some fun."	
	Whooooo went the wind, and out went the light.	
	And the 5 little pumpkins rolled out of sight.	close hand
22.	This is my right hand	raise hands as
		mentioned
	I'll raise it up high	and do as verse says.
	This is my left hand	
	I'll touch the sky	
	Right hand, left hand	
	Roll them around	
	Left hand, right hand	
	Pound, pound, pound.	

23. This is the way the dog talks --
BOWWOW, BOWWOW

	This is the way the cat talks --	
	MIAOW, MIAOW,	Children make animal sounds
	This is the way the rabbit talks --	
	(ALL MOUTHS QUIET, NO SOUND)	
	This is the way the sheep talks	
	BAA, BAA	
	This is the way the children talk	
	HURRAH, HURRAH	
24.	I'm a little teapot	
	Short and stout	
	This is my handle	hand on waist
	This is my spout	other arm pointing as a spout
	When I get all steamed up	
	Then I shout	
	Just tip me over	bend sideways as if being poured.
	And pour me out.	
25.	Here is a little bunny	right hand fisted with middle and index finger raised as ears
	Who hops so funny	
	And here is a hole in the ground	left hand-circle index finger and thumb
	When a slight noise he hears	
	He pricks up his ears	waggle ears
	And hop he goes	
	In the hole in the ground	move bunny "ears" into circle.

FINGER PLAYS AND ACTION SONGS

THUMBKIN

1- Where is Thumbkin
Where is Thumbkin
Here I am, Here I am.
How are you today, sir?
Very well, I thank you.
Run away, run away.

2-Pointer; 3-Middle Man
4- Ring Man; 5-Tiny.

CLAPPING

Let's all clap our hands
Let's all clap our hands
Let's all clap our hands
Heigh-ho, Heigh-ho, Heigh-ho.

POUND POUND

Pound, pound, pound, pound
Pound goes the hammer
Pound, pound, pound, pound
pound, pound pound

Slip slap, slip slap
slip goes the paint brush
Slip slap, slip slap,
slip, slap, slip

Bzz, bzz, bzz, bzz
Bzz, goes the big saw
Bzz, bzz, bzz, bzz
bzz, bzz, bzz

TRICYCLE STORY

Riding, riding pushing his foot
The tricycle boy comes up the street
Sometimes fast and sometimes slow,
Its really a pleasant way to go.
Sometimes slow, sometimes fast,
Then he stops to rest at last.

BALL

Here is a little tiny ball
(Circle-thumb & index)
Here is a middle-sized ball
(Hands and arms)
Here is a great big ball
(Hands and arms above head)
Now let's count them, Are you
ready?
One (tiny) two (middle) three (big)

Here's a cup, here's a cup
Here's a pot of tea
Pour a cup, pour a cup
Have a cup with me.

My hands upon my head I place
On my shoulders, on my face
At my waist and by my side
And then behind me they will hide.
And then I raise them way up high
And let my fingers swiftly fly
And then clap 1 - 2 - 3
And see how quiet they can be.

OPEN, SHUT THEM

Open, shut them, open, shut them
Give a little clap
Open, shut them, open,shut them
Lay them in your lap.

Creep them, creep them, creep them,
creep them right up to your chin
Open wide your tiny mouth, but
do not let them in.

SWINGING

Swinging, swinging, now we go up
and now we go down
Swinging, swinging, Mary goes up,
and Johnny goes down.

BUS

The wheels of the bus
Go round and round
Round and round,
Round and round.
The wheels of the bus
Go round and round
All through the city streets.

The doors of the bus go
Open, shut, open, shut.

The coins in the box go
clink, clink, clink,

The horn on the bus goes
Honk, honk, honk,

The buzzer on the bus
Goes bzz, bzz, bzz.

The people on the bus
goe bumpity, bump bump

The driver of the bus
Says, "move on back"

The wiper on the bus
Goes swish, swish, swish

FOX

A hunting we will go
And a hunting we will go
We'll catch a fox and put him
in a box
And then we'll let him go.

INDIANS

John Brown had a little Indian
"   "   " " "   "
"   "   " " "   "
One little Indian boy.

One little, two little, three
little Indians

SPIDER

Itsy Bitsy spider, went up the water
spout
Down came the rain drops and washed
the spider out
Out came the sunshine and dried up
all the rain
So, Itsy Bitsy spider went up the
spout again.

TURTLE

There was a little turtle
Who lived in a box
He swam in a puddle, and
He climbed on the rocks.

He snapped at a mosquito,
He snapped at a flea,
He snapped at a minnaw,
He snapped at me.

He caught the mosquito,
He caught the flea,
He caught the minnaw,
But he didn't catch me!

DUCKS

Five little ducks
That I once knew,
Fat ones, thin ones,
There were two.

But the little duck
with the feather in his back,
He led the others
With his quack, quack, quack
Quack,quack, quack.

Down to the river
They did go;
Wibble wobble, wibble wobble
To and fro

But the one little duck, etc.

Four little, five little, six
little Indians
Seven little, eight little, nine
little Indians
Ten little Indian boys.

LITTLE GRAY PONIES

The little gray ponies
Look out of the barn
And want to go out to play;
The little gray ponies
Jump over the fence
And gallop and gallop away.

And gallop and gallop away,
And gallop and gallop away;
The little gray ponies
Jump over the fence
And gallop and gallop away.

The little gray ponies
Come home to the barn
They're all tired out from play.
The little gray ponies
Come home to the barn
They're come back home to stay.

THE BROOM SONG

I like to sweep my little broom
I help my mother clean the room
Sometimes my broom is a pony strong
and through the house we gallop along
Giddy up horsy
Giddy up horsy
Whoa Whoa Whoa

SKIP TO MY LOU

1. Lou, Lou, skip to my Lou
   Lou, Lou, skip to my Lou
   Lou, Lou, skip to my Lou
   Skip to my Lou my darling

2. Little Red wagon painted blue
   Little Red wagon painted blue
   Little Red wagon painted blue
   Skip to my Lou my darling

3. Repeat 1

4. Flies in the sugar bowl
   Shoo fly, shoo
   Flies in the sugar bowl
   Shoo fly, shoo
   Flies in the sugar bowl
   Shoo fly, shoo
   Skip to my Lou my darling.

LITTLE RED WAGON

Round and round in the little
red wagon
Round and round in the little
red wagon
Round and round in the little
red wagon
Won't you be my honey

What happened to the little
red wagon?
What happened to the little
red wagon?
What happened to the little
red wagon?
Won't you be my honey.

DOWN BY THE STATION

Early in the morning
Down by the station
Do you see the engines
Standing in a row?

Do you hear the engineer
Toot the big whistle
Toot, toot, toot, toot
Off we go!

Choo, choo, choo, choo, choo,
choo, choo.

BINGO

B-I-N-G-O go Bingo,
B-I-N-G-O go Bingo,
B-I-N-G-O go Bingo,
B-I-N-G-O go Bingo,
Down to the Bingo Farm.

PASTY OREE-AY

1-1964 I walked up to the
engine's door
1964 I walked up to the
engine's door
Workin' on the railroad

(Chorus)
2-Patsy Oree-oree-ay
Patsy Oree-oree-ay
Patsy Oree-oree-ay
Workin' on the railroad

3-1965, I took the engine
for a drive
1965, I took the engine
for a drive
Workin' on the railroad

4-Repeat - 2 (Chorus)

5-1966, I stopped the engine
to get it fixed
1966, I stopped the engine
to get it fixed
Workin' on the railroad

6-Repeat - 2 (Chorus)

7-1967, I'll take the engine
up to heaven
1967, I'll take the engine
up to heaven
Workin' on the railroad

8-Repeat - 2 (Chorus)

JOHNNY, ONE HAMMER

Johnny uses one hammer, one hammer
one hammer -
Then he uses two
Johnny uses two hammers, two hammers,
two hammers-
Then he uses three
Johnny uses three hammers, three
hammers, three hammers-
Then he uses four
Johnny uses four hammers, four
hammers, four hammers-
Then he uses five
Johnny uses five hammers, five
hammers, five hammers-
Then he stops to rest.

SALLY GO ROUND

Sally go round the sun
Sally go round the moon
Sally jump over the chimney pots
Every Afternoon
Boom!

RIG-A-JIG

As I was walking down the street
Down the street, down the street
As I was walking down the street
Heigh-ho, Heigh-ho, Heigh-ho.

A city bus (truck, train) I chanced
to meet
chanced to meet, chanced to meet
A city bus I chanced to meet
Heigh-ho, Heigh-ho, Heigh-ho.

Rig-a-jig jig and away we go
Away we go, away we go
Rig-a-jig jig and away we go
Heigh-ho, Heigh-ho, Heigh-ho.

APRIL News

LUTHERAN
READINESS
CENTER

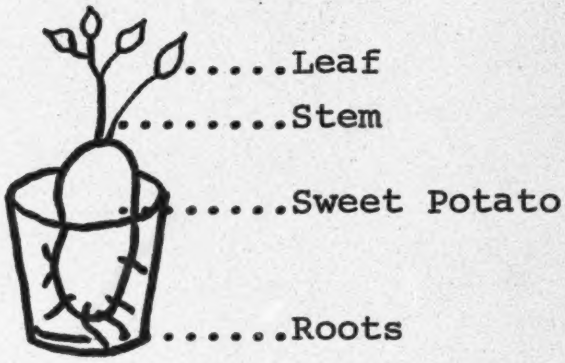
East St. Louis --- Morning Group

DEAR MOTHER:

WE HAVE BEEN LEARNING ABOUT SPRING. LEAVES COME OUT ON TREES AND FLOWERS GROW.

WE WATCHED A
SWEET POTATO
GROW AT SCHOOL

ROOTS GROW DOWN
THE STEMS AND LEAVES
GROW UP IN THE AIR



WOULD YOU HELP US LOOK AT GROWING PLANTS AND FLOWERS?

WE ARE PLANTING A GARDEN AT SCHOOL. WE PLANTED TOMATO PLANTS AND PUSSY WILLOWS. PUSSY WILLOWS ARE SOFT AND FUZZY.

WE LEARNED A SONG ABOUT SPRING

Springtime is garden time,
Garden time, garden time.

Bring your spade, Come outdoors,
Springtime is here.

Springtime is garden time,
Garden time, garden time.

Bring your seeds, Plant them now.
Springtime is here.

I WILL DRAW A SPRING PICTURE ON THE BACK OF THIS LETTER FOR YOU.

-- Parents can be kept informed of the program and requested
-- to help at home by the use of Newsletters.

APRIL NEWSLETTER AFTERNOON GROUP

LUTHERAN PRESCHOOL READINESS CENTER East St. Louis

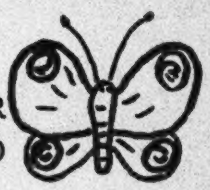
DEAR MOTHER:

WE HAVE BEEN LEARNING ABOUT PLANTS AND ANIMALS. THEY GROW FROM LITTLE TO BIG, AND CHANGE AS THEY GROW.

WE LISTENED TO MANY STORIES ABOUT ANIMALS.

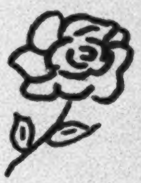
WE LEARNED ABOUT TADPOLES THAT GROW UP TO BE FROGS

AND CATERPILLARS THAT GROW UP TO BE BUTTERFLIES



WE ALSO HEARD STORIES ABOUT EGGS, AND COLORED SOME FOR OUR EASTER PARTY. WE MADE OUR OWN GRASS AND DECORATED OUR BASKETS TOO!!

ONE DAY WE VISITED A FLOWER SHOP. WE SAW YELLOW FLOWERS



AND WHITE FLOWERS AT THE FLORISTS.

WOULD YOU HELP US LOOK AT PLANTS AND ANIMALS GROWING, TOO?

ONE OF THE SONGS ABOUT ANIMALS WE LIKE TO SING IS FIVE DUCKS

Five little ducks that I once knew,
Fat ones, thin ones, there were two.
But the one little duck with the
Feathers on his back,
He led the others with his
Quack Quack Quack.
Quack Quack Quack
He led the others with his
Quack Quack Quack

ON THE BACK OF THIS LETTER I HAVE DRAWN A PICTURE ABOUT SOMETHING I LIKED AT SCHOOL THIS MONTH.

APPENDIX F

Working With The Non-Professional

Training Staff and the Non-Professional

A genuine and sensitive awareness of the anxieties which often beset the non-professional of limited background, and of their expression in a high degree of emotionality, is needed by administrators and training staff. Support, acceptance and understanding must be part of the daily interaction pattern to a greater degree than perhaps is necessary with most middle class college students or professionals. This holds true not only in teaching the non-professional to work well with children, but also in their learning to develop good interpersonal relationships with adults. This was one of the basic findings of the professional personnel involved in the development and execution of the Curriculum Development Program for Preschool Teacher Aides.

It was found that as much help was needed by trainees in learning to work with each other, with authority figures, training staff, custodians, ministers, parents and representatives of community agencies as they needed in learning to work with children. To give this help, administrators and training staff maintained continuous open communication, encouraged the verbalization of problems and conflict, questions and complaints, and were willing to sit down and work through particular grievances, misinterpretations and misunderstandings immediately. To cite an example:

> In February, 1966, the first group of 20 preschool aide trainees were preparing to open the first two of five Preschool Readiness Centers as part of their practicum. They had previously observed and obtained supervised field experience in the demonstration-training center.
>
> Newspaper publicity was obtained which stated the location and purpose of the preschool program and set registration dates for parents desiring to enroll their children in these centers. Families

(example continued)

poured into the centers, 93 in one, 187 in the other, which was located in a housing project. Trainees participated in all aspects of the registration process. Some trainees were assigned to interview parents, some to play with the children and others to do written observations.

When the centers opened, professional staff stayed in the centers as demonstration teachers for the first two or three weeks. They then gradually withdrew to the role of observers and gave more responsibility for the direct work with children to the trainees. The plan, in this unique program, was to have the non-professionals take over the day to day operation of these centers for socially disadvantaged children. In-service training was to be continued both during the practicum and on-the job. Head teachers were to be the five top trainees as selected by both the training group and the professional staff at the termination of the practicum.

As the training staff helped the trainees develop a team approach to planning the program, tensions arose. Comparatively minor incidents triggered emotional responses which had to be handled quickly and honestly. Competition was strong for the five top slots and there was rivalry between the two initial centers. To the ten trainees in each center, his center was home. (When the program instructor suggested that they might learn by observing in the center other than the one in which they were doing their practicum, a few tried this, only to phone their own center and forlornly ask for a ride back.)

At this time the training staff, too, were coping with their own feelings of anxiety in relation to the outcomes of their attempts to develop a program in which the non-professionals were going to hold major responsibility for the children's welfare. One morning the program instructor felt

(example continued)

as though she were spending her time pulling trainees away from children and saying, "Look at them, observe them and let them grow." The trainees, who were anxious to succeed, hovered over children and pushed them into doing. After some time, however, the instructor realized that the principle, "let them grow" might apply equally to trainees, so she changed her role to that of observer. As she moved into the background and started to relax she found positive values in many of the things the trainees were attempting. In an effort to say something encouraging to the trainees, realizing that they must have felt the pressure of her tension, she said, "You know, for untrained people you are really doing a good job."

That afternoon there was immediate feedback from another staff trainer who came from the center the instructor had visited that morning. "The trainees say you called them 'untrained' this morning. Now they are saying, 'What does she mean? She trained us, didn't she?' They are pretty angry and upset."

The instructor, realizing the differences in interpretation of the word "training" that the non-professionals and she as a professional were making, immediately returned to the center. She moved about the playroom asking each trainee if he would mind having a fifteen minute staff meeting after the children had gone.

When the center closed for the day, the instructor and the trainees sat facing each other. The instructor immediatley said, "I owe you an apology and an explanation. Rather than saying 'untrained', I should have said 'inexperienced.' It would have been a better word. But I want to explain what the word 'training' has meant to me before our experience here. To me 'training in preschool' meant four years college with two of those years spent in

(example continued)

> a four to six hour a week practicum. Let me be honest with you, my anxieties over what we are trying to do here were really pushing me this morning, and I was tightening up because of the background I've had. We are trying to do something different and, I confess, I've been scared. I realize that you are feeling anxious, too, and you want to do a good job and are trying very hard. Let's talk this out."
>
> The trainees responded to this positively, and discussed their own anxieties and tensions in the situation. By the end of the meeting, both trainees and instructor realized that as their tensions mounted, their anxieties clashed and the emotional climate deteriorated. Talking it out served to clarify the situation, and actually developed greater rapport and understanding between them.

Interpersonal Relationships Among Non-Professional Trainees

To help trainees learn to work with each other, combinations of staff meetings, sensitivity and communication groups, individual interviews and even classroom sessions have been used. Two anecdotes, the first related to the preschool aide program and the second to the subsequent school-community aide program illustrate the sequence used in the resolution of interpersonal conflicts among trainees.

> During an in-service training meeting held while the preschool aides were in practicum, two trainees, Mrs. M and Mrs. P, whispered and giggled together through the first part of the meeting. Finally, another aide, Mrs. L, became angry and said very tensely, "There's a story going around that I hit a child at the Lutheran Center (demonstration-training center). It isn't true. Several boys were trying to get in a box. There were two girls already in it and they didn't want them in. I put my hand on one of the boys' arms to hold him back because they were getting over-excited. But I

did not hit him." The trainee went on to describe the incident in detail. There was a good deal of tension in the group and several trainees' faces showed their disbelief of Mrs. L's statement.

The tension among the trainees was not resolved at this meeting, but spilled over into the sensitivity and communication groups. One trainee, Mrs. J, a friend of Mrs. L's, dropped out of the latter because Mrs. M and Mrs. P continued their snipping at Mrs. L who was not a member of that particular core group. Shortly after this, a regular staff meeting of the training staff was held. At this meeting the teacher from the Lutheran Center was questioned about the incident. She stated that Mrs. L had not hit the boy, but had restrained him. She further stated Mrs. M and Mrs. P had sat at a table by themselves whispering and giggling together rather than working with the children.

Discussion among the staff continued somewhat heatedly as both Mrs. M and Mrs. P were being considered for head teacher positions. Too, Mrs. L was a rather dominant, controlling person and rather disliked because of this. However, it was generally agreed that the behavior the two trainees had exhibited was immature; rather than helping Mrs. L in the somewhat difficult situation she was trying to handle, they had stayed on the sidelines and laughed at her discomforture. They had then, because of their strong dislike for her, continued to build the situation as negatively as possible with other trainees. It became obvious that the trainees' negative feeling for Mrs. L had distorted their perception of the situation at the Center.

It was decided at this meeting that the coordinator of the Readiness Center Program should speak with Mrs. M and Mrs. P concerning their practicum at the Lutheran Center, ask them in what constructive way they might have handled the situation, and emphasize the need for continuous growth and development on their parts.

This was done and there ensued further, more constructive working through of the problem in subsequent core group and in-service training meetings. In the year since this incident, Mrs. M and Mrs. P have become reponsible head teachers in the program. Mrs. M was able to have Mrs. L as an aide for a number of months and work in harmony with her.

The school community aide program for 48 trainees was composed of two distinct groups:

24 Neighborhood Youth Corps
Ages 18-21

24 Title I Trainees
Ages 22-51

The disparity in ages and the fact that members of each group, of necessity, signed different attendance sheets during the four week classroom-observation session, served to emphasize rather than diminish differences. In the classroom situation the NYC members became restless, whispered among themselves and had a generally shorter attention span. The Title I aides became irritated and either tried to force action by the instructor, or themselves called for quiet. The instructor, not wishing to play an authority game with the NYC, decided to wait and see if the group could handle it.

In the four T-Groups (sensitivity and communication training), each containing professional school personnel, parents with children attending the local school system, and NYC and Title I trainees, the general snipping of the latter two groups continued with parents and professional personnel sometimes joining the Title I aides against the NYC.

After a week and a half of classroom-observation sessions, matters came to a crisis. A good lecturer on later childhood had held the complete interest of the Title I aides, many of whom had children in the 6-9 year age range. The NYC, however, were not as interested and an undercurrent of buzzing was carried on as the lecturer spoke. Finally, while the lecturer was answering questions which had come from the room, a Title I aide on the opposite side of the room was driven to demonstrate her anger. She slapped her hand resoundingly against her desk, saying, "I can't stand it anymore!" The instructor, who had been standing nearby, moved in immediately asking what the trouble was. The Title I aide responded, "Its those problem children in back of me. They've been making that noise ever since we started the program!" The instructor moved immediately to the blackboard and wrote, "NYC meeting, Friday 9:30 a.m." Friday was a school holiday, and the instructor had planned no class meeting for that day.

To her dismay, she was informed that the supervisor of the NYC wanted to meet with the trainees. Since the instructor was somewhat fearful that the supervisor might lecture the trainees on their behavior, and that the NYC youth would think she had called him in to do so, she requested him to meet with her one half hour before the NYC group meeting. The instructor felt it was imperative to build good relationships with this group and doubted that authoritarian methods would help their development.

Not one, but three supervisors appeared Friday morning. The instructor briefed them on the situation and explained that she wanted a discussion, T-Group method of handling the incident rather than condemnation or reprisals. Fortunately, all three supervisors had participated in such groups and were willing to do this.

As desks were pulled into a circle in the classroom, the instructor said, concerning the presence of the supervisors, "You don't have to believe this, but it is true that they called me to ask for a meeting with you. I did not call them." The instructor went on to open the meeting by requesting some honest statements of how the NYC viewed the training program. At the end of 2½ hours, every member of the group, including the three supervisors, had participated and the basic problem of hostility to the Title I trainees was stated.

The NYC felt the Title I trainees were demeaning them by saying they were too young and inexperienced to contribute much to the program. When questioned as to whether they would bring this to the Title I group at the class meeting the following Tuesday, the concensus was, "Just let us at them!"

Chance played an important part in the resolution of this conflict because it occurred just prior to a lecture given Monday by a highly dynamic speaker on Human Relationships. The whole training group was absorbed, and the silence in the room, after the persistent buzzing of the previous week and a half, almost unnerved the instructor. Several NYC youth approached her after class and said "You set this up!" The instructor pointed out that she had had to contact the speaker a month prior to his talk and, grinning, thanked the trainees for making the timing so appropriate.

The following day, as the class settled down, the instructor said quite simply, "I guess you all know we have a problem." She waited a minute and then asked if the NYC had a spokesman. One young woman presented the NYC case aided by interjections from several others. By the end of this 2½ hour session, a great deal more understanding had been achieved by both groups. Each had felt demeaned by the other, the Title I aides because the NYC were making remarks about their lack of style in clothing and grooming and, as previously mentioned, the NYC resented being told they would have less to contribute to the school-community aide program than would the Title I aides.

This conflict continued to be worked through in the four T-Groups and was further resolved when the aides went into their practicum in eight schools.

> They then developed considerable loyalty to their schools and conflict occurred more in the form of good natured competitive clashes on whose school was best. This cut across both trainee groups. Each school team, composed of both NYC and Title I aides, learned to work together more harmoniously.

Learning to Work with Children

As previously reported, demonstration by professional teachers, experience and discussion were found to be the most effective methods of helping the non-professional trainee work with children. As teachers demonstrated in the centers, they encountered children who could be used as illustrations of a range of behavior, i.e., the shy child, the aggressive child, the child with separation or emotional problems. Case histories were developed for these children and reported to trainees at the weekly in-service training meetings. Follow-up progress reports were given at subsequent meetings. This served two purposes; one, to help trainees become aware of the value of case histories and written observations, and two, to help trainees realize that behavior was caused and could be changed over time.

To illustrate:

> The program instructor entered one of the centers in which the first group of trainees were in practicum. She was informed that a three year old child, T.G., had arrived early and sat in a chair in the middle of the playroom without responding to any of the trainees' efforts to interest him in the toys or equipment.
>
> As the instructor observed, several trainees approached T.G. He lowered his head and pulled his arms more tightly about his already tense body. When adults moved away from him, he looked up to stare in front of him. If he made eye contact with an adult, however, he immediately tightened up and looked down.
>
> Since adults appeared frightening to T.G., the instructor requested the trainees to stay away from

him and to refrain from looking at him unless they were beyond his range of vision. She then selected a color cone, placed it on the floor beside T.G. and moved away. T.G. sat for ten minutes, glancing occasionally at children playing with blocks and trucks, then leaned over and glancing around somewhat furtively, picked up the color cone. He manipulated this in his lap.

The trainees were now preparing paints for the children. The instructor suggested they arrange paper and paints for one child on the floor close to T.G., since he appeared interested in the children. This was done and T.G. watched the child as he painted.

At snack time T.G. was unable to leave the security of his chair to join the other children at the table, nor did he eat his snack when it was placed beside him. He stayed in his chair, watched the children and worked with the color cone for the remainder of the morning.

After the morning session one of the trainees mentioned that she knew T.G.'s mother. She said that he and his older brother were kept in their second floor apartment and only went out when their mother went to the store. She reported that the mother was afraid to allow the children to play alone outside. The instructor and the trainees then discussed the impact of the nursery school experience on T.G. in view of his very restricted experiential background.

Clearly the number of adults and the bustle of the center were frightening to him and it would be some time before he felt free to respond more actively to this new environment.

The following day all chairs were kept at the tables so T.G. would have to select one there unless he himself moved it to the relative isolation of the playroom floor. When he arrived, T.G. went to a table and sat down. The instructor suggested the trainees arrange dough on the table, since this is a high interest material. T.G. was soon surrounded by children. He did not manipulate the dough, but sat watching the other children with a slightly more relaxed expression on his face than he had had on the previous day. Again, at snack time, T.G. observed the children around him, but did not eat his food.

Two weeks later: T.G. was now responding verbally to the trainee with whom he was acquainted, playing more actively with toys and materials, and reaching out tentatively to one other boy. It was six weeks before he started to respond verbally to adults and children.

Trainees were encouraged to write short daily observations on T.G. Further background data was obtained through home visits and a case history reported to the whole trainee group at an in-service training meeting. At later meetings trainees followed T.G. with interest. This case was also used with the second training group, most of whom had an opportunity to observe T.G. and note his progress.

Trainee Stimulation and Support

For trainees of limited experiential background, providing novelty in contacts is relatively easy to do and contributes considerably to their growth. Field trips to a different environment and contact with V.I.P.'s of the same race were among those experiences found to be quite stimulating. Even moving from one center to another during practicum sometimes required adjustments which trainees were not accustomed to making and helped their overall development. However, an understanding of their anxieties and explicit preparation or orientation to change by the training staff were needed.

As the first group of trainees were completing their four week classroom observation period, they heard that the house in which they had been meeting was going to be sold and the training office moved to another location. This news, on top of the fact that the classroom sessions were ending and practicum facing them next, evidently deepened the separation anxiety the trainees were already feeling. However, a Christmas party which the trainees planned and prepared for the training staff at this time helped ease the tensions and served to help them become more relaxed concerning the next step in the program.

One of the high points in the four week classroom period for this group of trainees was the visit made by two African law enforcement officials from Tanganyika and Somaliland. One, the deputy director of corrections in Somaliland, was a Mohammedan. As he described the customs of his country the trainees were somewhat incredulous and shocked.

"When a man dies, his wife automatically goes to his brother," he said.

"What? Doesn't *she* have any say in the matter?"

"No."

For most trainees, this was probably the first time they had had any contact with someone from a different culture and they were very interested.

Field trips, ranging from visits to preschool workshops held in other cities to observations in other preschool programs in the immediate area and other parts of the state, also had a broadening effect. These helped the trainees learn to associate with a greater range of people and gave them more assurance in coping with new situations.